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ABSTRACT

Focusing on the measurement of outcomes rather than on module materials specifically, test items were constructed to evaluate the Career Education Modules for grades 7-12 developed by the Missouri Career Education Project. First, the stated learning objectives of the modules were converted into outcome objectives. Next, the relevant vocabulary, concepts, and principles presented in the modules were abstracted and compared with the outcome objectives. All the outcome measures were converted to behavioral objectives, which composed the initial pool of test items generated by the staff members. This pool of items was then reviewed for readability, clarity of instruction, grammatical errors, and format of questions. Revisions were made, and a final draft of each module was constructed and reviewed. Arrangements were made at a local junior high school and a local high school to provide subjects for the pilot study of the developed test items. The Item Analysis Program of the Mermac Computer Package was used to analyze the questions. All items considered too easy or too difficult according to statistical results were eliminated or revised. (Specific item analysis and comments for each module are reported. The pilot study tests are appended.)
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Final Report

Part II

FIELD VALIDATION OF THE CAREER EDUCATION CURRICULUM PROJECT MODULES

Phase II

7-12 Instrument Development

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University of Missouri
Columbia, Missouri
August, 1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The completion of this phase of the Field Validation required the cooperation of many people. Particular thanks must go to the administrators and teachers in the Ashland, Brunswick, Hazelwood, and Mexico school systems. Without their willing and enthusiastic cooperation in the teaching of the curriculum modules and in the data collection, the project could not have been completed.

The diligent and persistent work of the project staff must be recognized. Richard Todd provided overall leadership for the staff and had full responsibility for the computer analysis and the 10-12 instrument development. He also supervised and did much of the writing for the final report. Richard Williams had responsibility for coordinating the Field Validation including arrangements with the participating schools and the data collection. He also shared in the writing of this phase of the final report. Dixie Hicks contributed by administering many of the tests in the primary grades and in the editing of the reports and instruments. Lawrence Pincus had primary responsibility for instrument development in grades 7-9, and in report preparation. Bruce Jungerberg contributed largely to the instrument development part of the project. To all these people goes our sincere expression of appreciation for a job well done.

Earl Moore
Frank Wellman

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INTRODUCTION

One phase of the Missouri career Education Project for 1977-1978 was the development of test items to be used in the evaluation of the Career Education Modules developed for the seventh through the twelfth grades. The general procedure was to use module goals and objectives, but to change the outcome criteria when necessary to be compatible with the type of tests being developed. Once the expected outcomes had been developed fully, test items were constructed to measure those outcomes. The focus was on the measurement of outcomes rather than module materials specifically so that the ability of the material to produce the desired behavioral results could be assessed.

The format for the report that follows consists of a presentation of the module, followed by a specific objective and outcome criterion. Each test item constructed for that outcome criterion will be presented. In a column to the left of the multiple choice answers, a two-digit decimal number indicates the portion of people selecting that answer to the question. In a column farther to the left, a two-digit decimal number next to the correct answer indicates the point-biserial computed for this question. Immediately following the last possible choice, there will be a heading, "Comment" followed by a statement of the evaluators concerning this particular test item.

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TEST DEVELOPMENT AND ITEM ANALYSIS FOR GRADES 7-9

TEST DEVELOPMENT

During the 1976-1977 academic year, the stated learning objectives of the Career Education Curriculum Project modules were converted into outcome objectives. The relevant vocabulary, concepts, and principles presented in the modules were abstracted and compared with the outcome objectives. All of the outcome measures were then converted to behavioral objectives. From this set of behavioral objectives the initial pool of test items was generated by the staff members of the project during the 1977-1978 academic year.

This initial pool of items was then reviewed by two faculty members, as well as three Ph.D. level candidates who had worked with seventh to ninth grade students. The items and instructions were reviewed for readibility, clarity of instruction, grammatical errors, and format of questions. Revisions were made utilizing the feedback from the five readers and a final draft of each module test was constructed and reviewed.

FIELD TEST SAMPLE SELECTION

Arrangements were made with Jefferson Junior High School to test one or more seventh to ninth grade classes for the purpose of a pilot study to field test the items developed for the various modules. The guidance counselor and participating teacher were given sets of the module tests as well

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as an opportunity to review the five modules booklets. The local school personnel were very cooperative and willing to participate in the test development phase of the project. Upon the completion of testing the initial class, which was a 7th grade reading class of above average intelligence, the teacher volunteered two additional 7th grade reading classes. One class was below average in intelligence, while the other was approximately average in intelligence.

TESTING PROCEDURES

The two experimenters were introduced to each class by their teacher. The students were then told the following: "Your cooperation is greatly appreciated. Our professors have written a book on career education which is planned to be taught to other 7th - 9th grade students during the upcoming school year. In order to determine whether or not the junior high school students were being taught the material in this book, we need your help. Since some of the material will be new to you, we do not expect that you will know the answers to all of the questions. If you don't know the answer, we would like you to try to guess the best answer to each question. Your participation is completely voluntary and the answer sheets will be completely anonymous and confidential. The results will only be seen by the experimenters. If at any time you have any questions, please feel free to ask."

Each student was handed two module tests and asked to complete the module test which was on top of the two they

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were handed. This randomized any practice or ordering effect which might have occurred with the combination of any two modules. After they completed the first module test, they were instructed to begin the second one immediately. The students were told that if they were unable to complete both module tests, that it was okay since one of the purposes of testing this class was to determine just how long these tests would take to complete.

Upon the completion of the two module tests, the students were instructed to raise their hands. At this time they were individually asked to fill out an evaluation form concerning each of the two tests they had completed.

RESULTS

The three classes were combined in order to obtain a minimum number of twenty students for each test. The Item Analysis program of the Mermac Computer Package was used to analyze the items. A KR 20 and KR 21, as well as means and standard deviations were obtained for each test and subtest for each module. All items exceeding the .80 difficulty factor were considered too easy. Items between .50 and .80 will be examined and the distractors which were not chosen will be modified. In addition, all items with a point-biserial correlation of less than .20 for either total test or subtest will probably be eliminated unless they are vocabulary items or other questions which the students presumably were never taught.

Specific item results follow.

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Developmental Level 7-9

1: You and ??? = Communication

GOAL: The learner will understand the transactional strategies of Self and others.

Objective 1: The learner will understand verbal and non-verbal communication.

OUTCOMES: The learner will be able to:

a. define communication, symbols, puns, idioms
b. identify various symbols and their meanings
c. describe the use of touch in communication (i.e. texture)
d. identify feelings that can be communicated through non-verbal means
e. identify a pun and an idiom

The following 18 questions were developed to test objective.

1. Communication- (1)*

.44
- .41 a) a transfer of information
- .41 b) talking to someone
- .00 c) giving approval to
- .18 d) to understand

COMMENT: Keep question, change distractor (c)

*This number refers to the item placement in the pilot test.

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2. Symbol- (2)

	.00	a)	a play on words
	.09	b)	the humorous use of a word
.22	.55	c)	a representation of an idea
	.36	d)	a picture

COMMENT: Keep question, change distractor (a).

3. Puns- (3)

.09	.45	a)	the humorous use of a word
	.45	b)	a phrase that cannot be understood by simply understanding each word within the phrase
	.09	c)	rhyming words
	.00	d)	sign of approval

COMMENT: Keep question, change distractor (d). This is a vocabulary item and the point-biserial should be higher with students who have studied the material.

4. Idiom- (4)

	.41	a)	the humorous use of a word
	.09	b)	an idea
	.18	c)	a strange habit
.46	.27	d)	a phrase that cannot be understood by simply understanding each word within the phrase

COMMENT: Keep question as written.

For the following questions [(8)-(12)], please choose the best meaning of the following symbols.

5. (8)

.01	.77	a)	male
	.18	b)	female
	.00	c)	road sign
	.05	d)	peace sign

COMMENT: Too easy, no discrimination, reject.

6. A report card is a symbol of (9)

	.00	a)	how much the teachers like the students
.66	.77	b)	one's success in school
	.18	c)	how hard a student studies
	.05	d)	the authority of the school and its teachers

COMMENT: Keep question, tighten distractors (a) and (d).

7. (10)

	.05	a)	halloween decoration
	.00	b)	female
.70	.91	c)	poison
	.05	d)	swastika

COMMENT: Too easy, reject.

8. H_2O (11)

	.09	a)	carbon dioxide
	.00	b)	salt
	.14	c)	air
.48	.77	d)	water

COMMENT: Keep question, tighten distractors.

9. (12)

	.05	a)	traffic light
	.14	b)	hexagonal
	.55	c)	geometric shape
-.17	.27	d)	stop sign

COMMENT: Keep question. Justified because the concept being tested was not understood.

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Objective 2: The learner will be aware of elements of understanding and being understood.

OUTCOMES: The learner will be able to:

a. identify ways of (developing acceptance and understanding, likes and differences, sharing ideas and feelings, listening, choosing:

b. identify ways of helping one's self be understood by others.

The following seven questions were developed to test Objective 2.

10. Understand- (5)

.00	a)	to be friendly
.23	b)	to give approval
.65 .55	c)	to comprehend
.23	d)	to listen

COMMENT: Keep question, change distractor (a).

11. Accepting- (6)

.51 .55	a)	to give approval
.18	b)	to comprehend
.27	c)	to listen to someone
.00	d)	to ignore someone

COMMENT: Keep question, change distractor (d).

12. Strengths- (7)

.53 .91	a)	things that one does well
.05	b)	scores on a test
.05	c)	fears of the unknown
.00	d)	compliments from others

COMMENT: Item too easy, reject.

13. Just before the test, Mary says to Sally, "I'm really afraid that I'm going to flunk this test." (14)

.00	a)	sharing ideas
.72 .68	b)	sharing feelings
.05	c)	accepting differences
.27	d)	clarifying ideas

COMMENT: Keep as written

14. John's hair was the longest it had ever been. He told his father he preferred his hair this long and that he would keep it clean. His father said that although he liked his own hair short, he respected John's wishes. The father's response was an example of: (15)

.05	a)	sharing ideas
.09	b)	sharing feelings
.69 .82	c)	accepting differences
.05	d)	clarifying ideas

COMMENT: Easy question. Change item.

15. After Billy and his mom had stopped screaming at each other, his mother told Billy, "You really made me feel like you don't appreciate me and that makes me feel very badly." The mother's response was an example of: (17)

.05	a)	sharing ideas
.50 .77	b)	sharing feelings
.09	c)	accepting differences
.09	d)	clarifying ideas

COMMENT: Keep as written.

16. The class laughed at the new classmate when he couldn't answer a simple question in math. The teacher explained that it was very cruel to laugh at their classmates because each student had both strengths and weaknesses in different subjects. The teacher's response is an example of: (18)

.05 a) sharing ideas
.23 b) sharing feelings
.07 .45 c) accepting differences
.27 d) clarifying ideas

COMMENT: Stem changes should be made if item is to be kept. Exposure to the concepts may strengthen point-biserial

Objective 3: The learner will identify ways he or she can communicate more effectively.

OUTCOMES: The learner will be able to:

a. recognize statements that might make someone feel good or bad
b. recognize statements of "I MESSAGES"
c. recognize statements of clarifications, feedback, and sharing ideas.

The following 16 questions were developed to test Objective 3.

17. John and Bill discuss why they think their basketball team lost the game. (13)

.59 .59 a) sharing ideas
.14 b) sharing feelings
.09 c) accepting differences
.18 d) clarifying ideas

COMMENT: Keep as written

18. After Jane did poorly on a test she met with her teacher to discuss the test. Jane said that she was very upset and confused and just wanted to give up. The teacher responded, "It sounds like you're really disappointed

about your grade." This conversation is an example of: (16)

.05 a) sharing ideas
.55 b) sharing feelings
.00 c) accepting differences
.10 .41 d) clarifying ideas

COMMENT: Reject question or rework.

19. The class was planning the end of the year party. The decorations committee asked the teacher if they could hang decorations from the ceiling and when he responded yes they busily discussed what types of decorations they wished to buy. The discussion above is an example of: (19)

.09 .64 a) sharing ideas
.00 b) sharing feelings
.00 c) accepting differences
.36 d) clarifying ideas

COMMENT: Reject question

20. A student tells the school counselor that the classes in the new school are very hard, he hasn't met any friends and that he's really miserable. The counselor says, "It sounds like you're having a hard time adjusting to this new situation". This dialogue is an example of: (20)

.09 a) sharing ideas
.50 b) sharing feelings
.18 c) accepting differences
.07 .18 d) clarifying ideas

COMMENT: Reject question

For the following statements (#21-24), choose the emotion or feeling that represents the body movement or facial expression given.

21. When I shrug my shoulders, I usually express feelings of (21)

.21 .68 a) confusion
.27 b) just not caring
.05 c) happiness
.00 d) tiredness

COMMENT: Keep question, tighten distractors

22. When I stomp my foot and frown, I usually express feelings of (22)

.05 a) sadness
.25 .95 b) frustration
.00 c) anxiousness
.00 d) amusement

COMMENT: Too easy, reject.

23. When I stand with my mouth wide open and eyebrows raised, I usually express feelings of

.00 a) shame
.00 b) confusion
.05 c) frustration
.62 .95 d) shock

COMMENT: Too easy, reject

24. When I have my arms crossed, tapping my feet, I usually express feelings of (24)

.00 a) sentimentality
.34 .95 b) impatience
.00 c) happiness
.05 d) sadness

COMMENT: Too easy, reject.

In the following five questions, indicate whether each is a pun, an idiom, or neither.

25. You got to be kidding! (25)

.14 a) pun
.32 b) idiom
.43 .55 c) neither

COMMENT: Keep as written.

26. Kill two birds with one stone. (26)

.32 a) pun
.27 .36 b) idiom
.32 c) neither

COMMENT: Keep as written.

27. Want a Hawaiian Punch? (27)

.42 .68 a) pun
.23 b) idiom
.09 c) neither

COMMENT: Keep as written

28. She laughed her head off. (28)

.50 a) pun
.15 .36 b) idiom
.14 c) neither

COMMENT: Reject question

29. I can't go because I have a pressing engagement at the cleaners. (29)

.17 .36 a) pun
.14 b) idiom
.50 c) neither

COMMENT: Reject question.

Use this information for the next four questions. Joe flunked his biology test for which he had studied very hard. For each question, decide whether Joe would feel good or bad.

30. His parents told him that if he would stop watching so much T.V. he'd do better. (30)

.00 a) feel good

.00 1.00 b) feel bad

COMMENT: Too easy, reject.

31. A classmate told him to cheer up and he'd help him study for the next test. (31)

.00 1.00 a) feel good

.00 b) feel bad

COMMENT: Too easy, reject.

32. His teacher told him that she believed he knew the work and would go over the test with him to see why he had trouble with it. (32)

.26 .82 a) feel good

.18 b) feel bad

COMMENT: This may be retained.

33. His girlfriend told him that if he couldn't get better grades she didn't want to go out with him anymore. (33)

.09 a) feel good

.43 .91 b) feel bad

COMMENT: Too easy, reject.

Developmental Level 7-9

2: You and Your Interests: Old and New

GOAL: The learner will understand how past interests were established, how current interests are enriched and how new interests may be generated.

Objective 1: The learner will identify the influence of interests on educational pursuits.

OUTCOMES: The learner will be able to:

a. identify personal interests past and present

b. identify interests that are associated with specific educational subjects.

The following eight questions were developed to test Objective 1.

1. Dick wants to be an auto mechanic. He can prepare by taking courses in auto mechanics at an area vocational-technical school. Another good way for him to prepare is to: (9)*

.00 a) go to many car races

.05 b) read about racing-car drivers

.67 .86 c) get experience working on cars belonging to his family and friends

.10 d) build model cars

COMMENT: Keep question, tighten distractors.

2. Steven has always wanted to be an artist, but during high school he took most of his courses in science and math. Now that he has graduated from high school, he cannot find a job as an artist and is very unhappy. Which of the following most probably prevented Steven from obtaining the job he wanted? (10)

*This number refers to the item placement in the pilot test.

.00 a) He didn't study hard enough.

.10 b) He didn't identify a career goal.

.36 .90 c) He didn't relate his course work to his career goals.

.00 d) He didn't know the right people.

COMMENT: Too easy, reject question.

3. Max and Irna are tenth grade students who are trying to decide whether to become doctors. Which of the following things should they do first to help them make a decision? (16)

.33 a) Visit a hospital emergency room

.16 .43 b) Plan to enroll in biology and chemistry courses

.24 c) Look at a practice test for medical school admissions

.00 d) Conduct experiments with a chemistry set

COMMENT: Keep question. Justified by point-biserial of .44 on subtest. It appears that guessing occurred. Change distractor (d).

[(17)-(19)] Sharon is an eighth-grade student. She is at the top of the class in all her subjects and her parents and teachers are encouraging her to go to college. She is still undecided about going to college and wants to become a legal secretary.

4. Sharon is trying to decide whether to take a college preparatory program or a vocational program in high school. Which of the following do think would be the best thing for Sharon? (17)

.05 a) She should enroll in a college preparatory program and forget about working in an office.

.05 b) She should enroll in a vocational program and forget about college.

.51 .48 c) She should enroll in courses that would allow her to go to college and to become an office worker.

.43 d) She should enroll in a college preparatory program and take vocational courses when she graduates from high school.

COMMENT: Keep question. Tighten distractors (a) and (b).

5. Sharon could see if she really enjoyed office work by: (18)

.00 a) reading books about secretarial careers

.10 b) visiting an officer for a day and watch what the secretaries do

.14 c) volunteering to work in the attendance office at school during her study break

.32 .76 d) all of the above

COMMENT: Keep question. Tighten distractors.

6. When Sharon is in the 12th grade she is still undecided about whether to become a lawyer or a legal secretary. She is concerned about whether she could afford to go to college. Which of the following should be suggested to Sharon? (19)

.05 a) Forget about college

.58 .57 b) Apply for financial aid and scholarships

.05 c) Look for the cheapest college around

.33 d) Work hard and save her money

COMMENT: Keep question. Tighten distractors.

7. John, a ninth grader, thinks he wants to become a carpenter. John should take his first course in carpentry (15)

.42 .76 a) during the tenth grade
.10 b) during the twelfth grade
.14 c) while at an area vocation-technical school
.00 d) while in the military

COMMENT: Keep question, change distractor (d).

8. Betty would like to be a dental assistant, but is lacking a high school diploma which is a prerequisite for admission into a training program required for the job. Which of the following actions should Betty take? (13)

.05 a) Apply for a dental assistant's job
.34 .86 b) Enroll in night school in order to get a high school diploma
.10 c) Work for a dental supply house
.00 d) Change career goals

COMMENT: Keep question, tighten distractors.

Objective 2: The learner will identify the influences of interests on occupational pursuits.

OUTCOMES: The learner will be able to:

a. match occupations with educational subjects
b. match occupations with interests.

The following nine questions were developed to test Objective 2.

9. Susan thinks she would like to be a nurse and work with children. Which part time job would be most helpful to Susan in making this decision? (6)

.05 a) Working at an amusement park.
.29 b) Babysitting
.43 c) Working in the hospital's lunch room for children.
.23 .24 d) Working for a family doctor.

COMMENT: Keep as written

10. Frank enjoys designing and flying model airplanes. Frank's interest is most related to which of the following occupations? (7)

	.05	a)	Contracting
	.00	b)	Computer programming
.17	.76	c)	Mechanical engineering
	.19	d)	Hobby shop manager

COMMENT: Keep question. Justified by point-biserial of .34 on subtest. Change distractor (b).

11. Kathy would like to be an airline pilot, but due to financial difficulties, will not be able to afford the training. Under the circumstances, she could consider: (8)

	.05	a)	changing her career plans and become a secretary
	.05	b)	taking private flying lessons
	.19	c)	going to a technical school for aviation mechanics
.71	.71	d)	applying for pilot training in the air force

COMMENT: Keep question. Tighten distractors (a) and (b).

12. Bruce enjoys traveling and being outdoors. He also enjoys writing and photography. Bruce would probably be LEAST happy as: (14)

.19	.62	a)	A private cab driver in a large city
	.05	b)	An archeologist who collects artifacts around the world
	.05	c)	A newspaper reporter in New York City
	.29	d)	A private investigator for an insurance firm

COMMENT: Keep question. Tighten distractors. Justified by point-biserial of .31 on subtest.

13. Nancy is a very friendly, outgoing person. Her friends find it quite easy to talk to her about their personal problems. Nancy has had part-time jobs working in a day care center for children, as well as an old age home. Her interests and abilities are most related to which of the following occupations? (11)

	.00	a)	Sales work
	.00	b)	Telephone operator
.33	.90	c)	Social work
	.10	d)	Post office clerk

COMMENT: Too easy, reject.

14. Frank has had part-time jobs as a busboy, bellhop, and desk clerk and enjoys working with people. He is now looking for a full time job. Which of the following jobs is similar to his summer jobs? (12)

	.14	a)	Restaurant manager
	.38	b)	Waiter
.07	.43	c)	Hotel manager
	.05	d)	Physical therapist

COMMENT: Reject question. Insufficient discrimination or change stem some.

15. Mary enjoys talking to people and is a member of the school's debating club. She writes a column in the school newspaper answering questions sent into the newspaper. With these interests Mary would probably enjoy the work of a (n): (1)

-.28	.29	a)	Airline stewardess
	.62	b)	Poet
	.00	c)	Deep sea diver
	.10	d)	Embroiderer

COMMENT: Reword stem of item. Change distractors.

16. Tom is a creative, talented, young artist who usually wears paint speckled blue jeans. He enjoys looking at the latest women's and men's fashions in magazines. Which of the following occupations would be most appealing to Tom? (2)

	.00	a)	House painter
	.00	b)	Author
-.10	.95	c)	Fashion designer
	.05	d)	Architect

COMMENT: Too easy, reject.

17. Cheryl was known to be a tomboy and always took dares from other people. She loved doing exciting and dangerous things. Which of the following occupations would be most appealing to Cheryl? (3)

	.00	a)	Power station operator
	.29	b)	Lieutenant in the Army
	.00	c)	U.N. Official
.35	.71	d)	Racing car driver

COMMENT: Keep question. Change distractors (a) and (c).

18. David is considered an excellent saxaphone, guitar, and piano player. However, he is unsure whether he would enjoy being a professional musician. What can he do to find out whether he would really enjoy becoming a musician? (4)

	.05	a)	Go to a lot of rock concerts.
	.43	b)	Play the guitar at a party and see how good the other people think he is.
	.05	c)	Read books about famous musicians.
.27	.48	d)	Join the jazz ensemble at school.

COMMENT: Keep question. Tighten distractors.

19. A student interested in becoming a recreation director would probably be happiest working at a summer job in a: (5)

.10 a) sporting good store
.44 .62 b) scout camp
.10 c) zoo
.19 d) amusement park

COMMENT: Keep as written.

Objective 3: The learner will identify the influence of interests on leisure-time pursuits.

OUTCOMES: The learner will be able to:

a. identify leisure-time pursuits
b. match interests with compatible leisure-time pursuits.

The following five questions were developed to test Objective 3.

20. A person who was interested in nature and liked being outdoors would most enjoy: (20)

.10 a) watching a television special on "The Great Outdoors"
.05 b) playing tennis
.40 .86 c) back packing
.00 d) listening to music

COMMENT: Keep question, tighten distractors.

21. A person interested in classical music would most enjoy: (21)

.05 a) going to a rock concert
.10 .52 b) going to a ballet
.05 c) listening to popular radio stations
.38 d) reading a book about famous composers

COMMENT: Keep question. Reword the stem.

22. A person interested in ancient history would most enjoy: (22)

.05 a) visiting all the capital cities in the world
.41 .81 b) going on an archeological expedition
.10 c) going on a safari
.00 d) collecting foreign stamps

COMMENT: Keep question. Tighten the distractors.

23. A person interested in flying and doing exciting things would most enjoy: (23)

.00 a) riding a roller coaster at an amusement park
.14 b) mountain climbing
.05 c) skiing
.30 .81 d) learning to parachute

COMMENT: Modify stem, change distractors.

24. A person interested in interpretative dancing would most enjoy: (24)

.00 a) going to a wedding
-.36 .48 b) taking a modern dance class
.05 c) going to a discoteque
.48 d) going to a ballet

COMMENT: Stem ambiguous. Change or reject question.

Objective 4: The learner will understand the interrelationship of educational, occupational and leisure interests.

OUTCOMES: The learner will be able to:

a. recognize educational, occupational, and leisure

activities that coincide with the same interest.

The following six questions were developed to test Objective 4.

25. A person interested in many sports would likely enjoy: (25)

.05 a) studying English, teaching gymnastics and jogging

.51 .90 b) studying physical education, teaching gymnastics, and jogging

.00 c) studying science, being a doctor, and reading

.05 d) studying wildlife, being a forest ranger and skiing

COMMENT: Too easy, reject.

26. A person interested in history would likely enjoy: (26)

.14 a) studying geography, working in a school, and collecting rocks

.05 b) studying ancient man, being a counselor, and collecting art

.47 .57 c) studying world history, working in a museum, and collecting stamps

.24 d) studying social studies, being a teacher, and collecting coins

COMMENT: Keep as written.

27. A person interested in foreign languages would likely enjoy: (27)

.33 a) studying French, working in a museum, and collecting stamps

.78 .57 b) studying abroad, working as an interpreter for the United Nations, and traveling

.05 c) studying history, working in a college and traveling

.05 d) studying speech correction, working in a school, and singing

COMMENT: Tighten distractors (c) and (d). Keep question.

28. A person interested in playing the violin would likely enjoy: (28)

.81 .76 a) studying music, being a composer, and going to concerts

.05 b) studying art, being a designer, and traveling

.00 c) studying music, working as a stereo salesman, and reading

.19 d) studying dramatics, playing in a band, and going to the theatre

COMMENT: Keep question. Tighten distractors (b) and (c).

29. A person who keeps fish tanks at home would likely enjoy: (29)

.00 a) studying agriculture, raising cattle, and hunting

.10 b) studying science, being a biologist and raising unusual plants

.05 c) studying geography, making maps and going on canoe trips

.06 .86 d) studying biology, being a wildlife specialist, and scuba diving

COMMENT: Reject question.

30. A person interested in flight would likely enjoy: (30)

.14 a) studying weather, becoming a forecaster and flying hot-air ballons

	.33	b)	studying engineering, being an air traffic controller, and building model airplanes
.62	.48	c)	studying engineering, being an aviator, and sky diving
	.05	d)	studying science, researching the atmosphere for a government agency and cliff diving

COMMENT: Keep question. Tighten distractor (d).

Developmental Level 7-9

3: You At Work: Who...Where...When...

GOAL: The learner will understand the dynamics of work environments.

Objective 1: The learner will be aware of the relationship between work role requirements and and individual personal characteristics.

OUTCOMES: The learner will be able to:

a. identify some work role requirements

b. match personality traits with compatible and incompatible occupations.

The following eleven questions were developed to test Objective 1.

For each of the following (#1-7), choose the best definition.

1. Role- (1)*

.35 a) doing what you enjoy doing the most

.00 b) doing what other people want you to do

.00 c) doing something you have to do but would rather not do

.54 .65 d) a task assigned or assumed by a person

COMMENT: Keep question. Change distractors (b) and (c).

2. Sex-role stereotyping- (2)

-.24 .35 a) the expected role when members of both sexes are talking together

.18 b) ideas based primarily on the sex of the individual

*This number refers to the item placement in the pilot test.

.06 c) the physical differences between sexes

.41 d) the differences and similarities between a person's sex and the social role they prefer

COMMENT: The item needs revision. It is a vocabulary item and should be retained in some form.

3. Personality Trait- (5)

.54 .53 a) a psychological characteristic which helps to distinguish one person from another

.06 b) a physical characteristic which helps tell one person from another

.41 c) a way a person gets along with his/her friends

.00 d) the scores on a personality test

COMMENT: Keep question. Change distractor (d).

4. A very shy, nervous person who likes to spend a lot of time by him/her self would not likely choose to become a(n): (15)

.06 a) cemetery grave digger

.12 b) artist

.49 .76 c) librarian

.06 d) night watchman

COMMENT: Keep question. Tighten distractors.

5. An outgoing, friendly person would be a likely candidate to become a: (16)

.06 a) deep sea diver

.27 .59 b) driving instructor

.18 c) racing car driver

.18 d) mountain climber

COMMENT: Keep as written.

6. A person afraid of heights would not be a likely candidate to become a: (17)

.27 .29 a) firefighter
.00 b) bookkeeper
.71 c) elevator operator
.00 d) locksmith

COMMENT: Keep question. Tighten distractors (b) and (d).

7. A person who is bothered by loud noise would not be a likely candidate to become a(n): (18)

.18 a) school bus driver
.00 b) librarian
.23 .76 c) construction worker
.06 d) school teacher

COMMENT: Keep question. Tighten distractors (b) and (d).

8. Key Person- (7)

.18 a) a person who has a very high position
.06 b) a very close friend
.40 .65 c) a person who exerts a strong influence on another
.12 d) a person who has the master key to all the rooms in a building

COMMENT: Keep as written.

9. A person with very steady hands and who is extremely intelligent has some of the basic aptitude potentials to become a(n): (8)

.06 a) masseur/massage
.12 b) barber/beautician
.06 c) file clerk
.43 .76 d) brain surgeon

COMMENT: Keep question. Tighten distractors.

10. A person with impaired hearing and impaired sight would find it most difficult to work as a: (9)

.41 a) musician
-.18 .41 b) test pilot
.12 c) barber/hairdresser
.06 d) photographer

COMMENT: Ambiguous question, reject.

11. A person's very fine hearing would most help his possibilities for becoming a: (10)

.06 a) referee (sporting events)
.18 b) radio operator
.29 .59 c) professional musician
.18 d) blaster (dynamiter)

COMMENT: Keep as written

Objective 2: The learner will be aware of work settings and their effect on workers.

OUTCOMES: The learner will be able to:

a. recognize the nature and structure of work settings as they relate to each other
b. identify elements of a work setting
c. evaluate examples of work settings in terms of their effects on work output.

The following thirteen questions were developed to test Objective 2.

12. The factor in a classroom that would encourage learning the most would be: (22)

	.12	a)	a crowded classroom
	.35	b)	dark plain walls
	.18	c)	having all your friends in the room
.41	.35	d)	interesting bulletin boards around the room

COMMENT: Keep as written

13. For a person working outdoors, the factor that would not play an important role is: (23)

	.06	a)	temperature
	.29	b)	amount of sunlight
.47	.59	c)	amount of work space
	.06	d)	time of year

COMMENT: Keep question. Tighten distractors (a) and (d).

14. For a person working in a sky scraper, the factor that would not be important is: (24)

	.18	a)	fresh supply of air
	.29	b)	dependability of elevators
.26	.47	c)	amount of rain
	.06	d)	lighting

COMMENT: Keep question. Change distractor (d).

15. All of the following information is provided in the Dictionary of Occupational Titles EXCEPT: (41)

	.06	a)	job descriptions
.60	.53	b)	the availability of jobs
	.06	c)	occupational categories
	.29	d)	job entry requirements

COMMENT: Keep as written.

16. Frequent breaks due to the intense heat would be necessary in the work of a: (20)

.32 .29 a) baker
.12 b) construction worker
.24 c) chemist
.29 d) locomotive engineer

COMMENT: Keep as written

17. Occupation- (3)

.22 .65 a) the type of work one does in order to support oneself
.18 b) the place where one works
.06 c) the type of work that one does best
.12 d) the type of work one enjoys doing the best

COMMENT: Keep as written

18. Classification System- (4)

.06 a) a method of dividing groups by chance
.00 b) a method of computer coding
.41 .88 c) ordering or grouping something in a certain way
.06 d) a method of changing classes from one period to the next

COMMENT: Tighten distractors or reject as too easy.

19. Curriculum- (6)

.06 a) the information that one is expected to know upon graduation
.06 b) the schedule of classes that each student makes up
.06 c) the courses that teachers decide to teach
.21 .82 d) the set of courses offered by an educational institution

COMMENT: Keep question. Tighten distractors.

20. An occupation in which you would do the same thing over and over again would be: (11)

.58
- .24 a) electronic-calculator assembler
- .24 b) automobile mechanic
- .12 c) mortician
- .41 d) crane operator

COMMENT: Keep as written.

21. The greatest amount of pressure and tension would be found in the work of a(n): (12)

- .18 a) test pilot

.22
- .24 b) air traffic controller
- .06 c) narcotics inspector
- .53 d) counter-intellignece agent (C.I.A. or F.B.I.)

COMMENT: Keep as written.

22. An opportunity for a lot of creativity would be possible in the work of a(n): (13)

- .00 a) botanist
- .00 b) book censor

-.28
- .88 c) architect
- .12 d) traveling salesman

COMMENT: Reject question.

23. An occupation that requires one being away from home for long periods of time would be: (19)

- .06 a) commercial pilot
- .18 b) traveling salesman

.10
- .71 c) interstate truck driver
- .08 d) private investigator

COMMENT: Ambiguous question, reject.

24. Being outdoors in all types of weather would most likely be found in the work of a(n): (14)

.06 a) construction worker
.18 b) geologist
.00 c) electrician
.32 .71 d) mailman

COMMENT: Keep question. Change distractor (c).

Objective 3: The learner will be aware of work-linked events and their affects on work roles.

OUTCOMES: The learner will be able to:

a. identify as work-linked events such things as preparation, natural life events, unexpected or unpredictable events
b. match work-linked events with their affect on work roles.

The following seven questions were developed to test Objective 3.

25. Which of the following occupations is affected the most by the age of the person? (21)

.06 a) teachers
.33 .82 b) professional athletes
.12 c) police
.00 d) mailmen

COMMENT: Keep question. Change distractor (d).

26. Winning a lottery of $25,000/year for the rest of one's life would most likely: (25)

.06 a) increase one's civil responsibilities
.00 b) decrease amount of leisure time
.12 c) decrease one's social activities
.47 .82 d) decrease the amount one worked

COMMENT: Keep question. Tighten distractors.

27. Having to be in a wheelchair after a bad accident would <u>least</u> effect the work of a(n): (26)

	.12	a)	firefighter
	.12	b)	wildlife specialist
.34	.71	c)	banker
	.06	d)	automobile mechanic

COMMENT: Keep question.

28. A factor that would probably lower the work output of a worker in a chemical processing plant would be: (40)

	.18	a)	getting paid by how much you produce
	.06	b)	daily weather and temperature
.09	.41	c)	toxic fumes escaping
	.29	d)	poor lighting in the office

COMMENT: Keep question on strength of a point-biserial of .56 on subtest.

29. The most probable level of job available for the student who drops our of high school is: (37)

.12	.53	a)	unskilled
	.47	b)	semiskilled
	.00	c)	skilled
	.00	d)	semiprofessional and small business

COMMENT: Study material strengthen point-biserial.

30. A student without a high school diploma might be admitted to any of the following programs <u>except</u>: (38)

	.18	a)	trade school
	.24	b)	apprenticeship
	.06	c)	on the job training
.36	.53	d)	junior college

COMMENT: Keep as written.

31. After serving an apprenticeship in a trade one could expect to get a(n): (39)

.00 a) unskilled job
.24 b) semiskilled job
.29 .41 c) skilled job
.35 d) semiprofessional and small business

COMMENT: Keep question. Change distractor (a).

Objective 4: The learner will be aware of the relationship between work roles and other roles in the life of an individual.

OUTCOMES: The learner will be able to:

a. relate a person's work role and his or her family, civic, leisure, social and cultural roles.

The following ten questions were developed to test Objective 4.

For each question, choose the role (a-e) which best describes the situations in the questions below. [(27)-(36)]

32. A mother plans a surprise birthday party for her daughter. (27)

.06 a) cultural role
.00 b) civic role
.00 c) leisure role
.35 d) social role
.02 .59 e) family role

COMMENT: Reject question

33. A lawyer offers free legal advice for high school students. (28)

	.06	a)	cultural role
.50	.47	b)	civic role
	.24	c)	leisure role
	.24	d)	social role
	.00	e)	family role

COMMENT: Keep as written.

34. The school art department decided to hold an art exhibition. (29)

.36	.41	a)	cultural role
	.29	b)	civic role
	.12	c)	leisure role
	.18	d)	social role
	.00	e)	family role

COMMENT: Keep as written.

35. A businessman helps plan an office Christmas party. (30)

	.12	a)	cultural role
	.06	b)	civic role
	.35	c)	leisure role
.39	.47	d)	social role
	.00	e)	family role

COMMENT: Keep as written.

36. A busy doctor takes Friday off and goes fishing with his son. (31)

	.06	a)	cultural role
	.00	b)	civic role
	.41	c)	leisure role
	.12	d)	social role
-.20	.41	e)	family role

COMMENT: Reject question. Replace stem.

37. The school band offers an outdoor concert. (32)

.24 .24 a) cultural role
.29 b) civic role
.29 c) leisure role
.18 d) social role
.00 e) family role

COMMENT: Keep as written

38. The orchestra conductor paints murals on the weekends. (33)

.18 a) cultural role
.18 b) civic role
.52 .53 c) leisure role
.12 d) social role
.00 e) family role

COMMENT: Keep as written.

39. The principal organizes a luncheon for the new teachers. (34)

.12 a) cultural role
.35 b) civic role
.00 c) leisure role
-.08 .53 d) social role
.00 e) family role

COMMENT: Reject question. Replace stem.

40. A student volunteers to help tutor his peers. (35)

.12 a) cultural role
.29 .29 b) civic role
.06 c) leisure role
.47 d) social role
.00 e) family role

COMMENT: Keep as written.

41. A student takes tennis lessons from a professional tennis player. (36)

	.12	a) cultural role
	.12	b) civic role
.56	.53	c) leisure role
	.18	d) social role
	.06	e) family role

COMMENT: Keep as written.

Developmental Level 7-9

4: You: Who...Where...When...

GOAL: The learner will understand his or her own roles and settings as they relate to each other and to the process of change.

Objective 1: The learner will become aware of his or her own roles and settings.

OUTCOMES: The learner will be able to:

a. identify a variety of his or her roles
b. identify role conflicts
c. identify a variety of settings in his or her life
d. recognize that the way in which a setting is maintained reflects a life style
e. match events with a person's development.

The following eighteen questions were developed to test Objective 1.

For each of the following, choose the best definition.

1. Role- (1)*

.00 a) doing something you have to do but would rather not do

.12 b) the time and place within which an event occurs

.48 .80 c) the usual behavior of a person in a given situation

.08 d) doing what other people want you to do

*This number refers to the item placement in the pilot test.

COMMENT: Keep question. Change distractor (a).

2. Setting- (2)

.26 .76 a) the particular location where an activity takes place

.12 b) the environment in which you work

.08 c) the part of a ring which holds a precious stone

.04 d) the placing of a fragile object into a secure location

COMMENT: Keep question. Tighten distractors (c) and (d).

3. Data- (4)

.08 a) evaluation of a problem

.00 b) accumulation of opinions

.47 .56 c) gathering of information

.36 d) assumptions confirmed or denied by use of a computer

COMMENT: Keep question. Change distractor (b).

4. A role conflict may occur: (5)

.04 a) when a person occupies only a single position, but one for which there are different expectations

.16 b) when a person has a role in which the role-conception and role-expectation are different

.20 c) when a person occupies two or more positions simultaneously

.24 d) a and c

.26 .36 e) all of the above

COMMENT: Keep as written.

5. Which of the following best reflects a life style? (11)

.57 .76 a) How neat you keep your room at home

.04 b) You help your dad wash the car once a week

.04 c) You wash the dishes twice a week

.12 d) You earn spending money by mowing lawns

COMMENT: Tighten distractors.

6. It could be implied by a small, clean, neatly ordered country store that its owners: (13)

.12 a) have to keep busy by cleaning up the store

.05 .36 b) generally lead orderly lives

.44 c) are very nice, friendly people

.08 d) have hired sufficient help

COMMENT: Ambiguous question. Reject.

7. All of the following could influence a person's lifestyle <u>EXCEPT</u>: (14)

.16 a) getting a big salary cut

.04 b) changing from morning to evening shift

.28 c) moving to a new location

.51 .48 d) changing from a late to an early lunch

COMMENT: Keep question. Tighten distractor (b).

8. Which of the following is <u>not</u> an example of a role conflict? (20)

-.26 .08 a) Your family is having a surprise birthday party for your grandmother on Friday night and your school is having a formal dance that night for which you already have a date.

.52 b) There are two really good movies showing in town and you can't decide which one to go to.

.08 c) You're in two different school organizations which are both meeting at the same time after school.

.32 d) You're on a basketball team and have a game the night before you have two tests which you haven't studied for yet.

COMMENT: Keep question. This is a vocabulary item not learned by the students.

The following choices are to be used for questions [(21)-(29)]. Please pick the choice which best describes the underlined part of the sentence with the question number below it.

a. role
b. setting
c. event
c. data

Marsh goes to cheerleading[9] practice at 4:00 each afternoon[10] in the school gymnasium[11]. Thursday is the first home game[12] and the home team wins 95-83[13]. After the game, Marsha goes back home[14] where her family is planning a surprise birthday party[15] for Marsha, their youngest daughter[16], who is 16 years old[17].

9. cheerleading (21)

.02	.52	a)	role
	.04	b)	setting
	.44	c)	event
	.00	d)	data

10. 4:00 each afternoon (22)

	.08	a)	role
	.52	b)	setting
	.04	c)	event
.34	.32	d)	data

11. in the school gymnasium (23)

	.04	a)	role
.59	.84	b)	setting

.08 c) event
.04 d) data

12. first home game (24)
.04 a) role
.04 b) setting
.37 .68 c) event
.24 d) data

13. wins 95-83 (25)
.04 a) role
.04 b) setting
.08 c) event
.59 .80 d) data

14. home (26)
.04 a) role
.76 .92 b) setting
.00 c) event
.04 d) data

15. birthday party (27)
.00 a) role
.08 b) setting
.51 .88 c) event
.04 d) data

16. daughter (28)
.53 .68 a) role
.08 b) setting
.08 c) event
.16 d) data

17 16 years old (29)
.04 a) role
.04 b) setting
.08 c) event
.65 .80 d) data

COMMENT: While all of the items except 21 discriminated quite well, they were generally too easy. The stem must be rewritten to correct errors and increase difficulty.

Objective 2: The learner will understand the interrelationship of roles, settings, and events.

OUTCOMES: The learner will be able to:

a. define the term interdependence
b. relate interdependence to roles, settings, and events
c. recognize the relationship among various life events.

The following five questions were developed to test Objective 2.

18. Interdependence- (3)

.08 a) when one person is totally helpless without the help of another
.12 b) the result of a successful revolution
.52 c) able to do things by oneself without anyone's help
.37 .28 d) a mutual dependence

COMMENT: Keep as written.

19. All of the following are examples of interdependence except: (19)

.32 a) employer and employee
.58 .40 b) a mother and a newborn infant
.08 c) school teacher and student

.20 d) doctor and patient

COMMENT: Keep as written

20. Which of the following is an example of interdependence? (12)

.16 a) Moss growing on a tree

.28 b) A mother and a new born baby

.24 c) Members of a car pool

+.06 .32 d) A car manufacturer and the rubber industry

COMMENT: Keep the question. Vocabulary item which the students hadn't learned. Random guessing may explain results.

21. A person who is seriously injured in a car accident will probably: (17)

.00 a) continue to drive the same

.08 b) never drive again

.45 .84 c) be more alert when driving in the future

.08 d) enroll in a driver's safety class

COMMENT: Keep question. Tighten distractors.

22. After a couple gets married, one thing they might consider doing that they wouldn't consider before they got married is to: (18)

.00 a) buy a new car

.16 b) go on a vacation

.48 .68 c) buy a home

.16 d) try to find a better job

COMMENT: Keep question. Change distractor (a).

Objective 3: The learner will understand the influence of change on self and environment.

OUTCOMES: The learner will be able to:

a. describe changes in self

that influence the environment

b. describe changes in environment that influence self

c. recognize personal and environmental contingencies that could affect his or her future.

The following seven questions were developed to test Objective 3.

23. The effects of continuing one's education and obtaining additional degrees will: (7)

.24 a) always mean a higher earning capacity

.36 b) enable a person to get the job they want

-.15 .28 c) almost entirely dependent on the particular field one is in

.08 d) be minimal due to the rising costs of education

COMMENT: Keep question. Subject material not learned. Random guessing may explain the results.

24. A neat, well dressed, well groomed appearance at an interview will usually: (8)

.36 .80 a) aid one's chances of getting a job

.00 b) have no bearing on one's chances for the job

.16 c) depend entirely on the type of position it is

.04 d) have a negative effect because the interviewer will think there is something the interviewee is trying to hide

COMMENT: Tighten distractors

25. Getting drafted in the armed forces would probably: (9)

.16 a) ruin one's chances of getting a good job

.16 b) make it impossible for one to continue their education

.34 .36 c) force a person to reexamine one's values

.28 d) have little effect on one's personal life since its only for two years

COMMENT: Keep as written

26. Severe weather conditions extended over a long period of time in which people were trapped in your house would probably: (10)

.00 a) be very relaxing because of all the time off work

.32 b) drive people insane

.06 .60 c) cause much anxiety and despair due to a feeling of helplessness

.08 d) have little psychological effect on people

COMMENT: Ambiguous question. Reject.

27. Changing one's major after two years in college would probably: (6)

.08 a) not affect one's expected graduation date

.47 .40 b) push graduation back

.32 c) not be worth it because of all the work already done

.20 d) not be possible because once a major is declared it must be finished

COMMENT: Keep as written

28. Mr. Jones works in an extremely high pressure executive position and as a result often yells and screams at his wife and children once at home. One way Mr. Jones could improve the way he treats his family is to: (15)

	.04	a)	have a martini before he comes home
	.04	b)	move to the suburbs where it is quieter
.41	.76	c)	change jobs
	.16	d)	take a shower as soon as he comes home

COMMENT: Keep question. Tighten distractors (a) and (b).

29. An alcoholic who stops drinking will be able to: (16)

	.00	a)	be a more dependable worker
	.04	b)	better deal with his family problems
	.08	c)	be a safer driver
.75	.84	d)	all of the above

COMMENT: Keep question. Tighten distractors.

5: You: Deciding and Planning

GOAL: The learner will be able to project self and preferred life career alternatives into a changed future.

Objective 1: The learner will recognize the place of the future in making choices and decisions.

OUTCOMES: The learner will be able to:

a. list problem areas of the future
b. predict a range of probable futures from present conditions
c. categorize forecasts into "possible" and "probable" futures.

The following ten questions were developed to test Objective 1.

For each of the following questions (#1-10), please choose one of the 5 choices (a-e) which best describes the situations in each question.

1. A new vaccine for the flu is developed. (1)*

	.08	a) sociological
	.33	b) technological
.43	.54	c) biological
	.00	d) political
		e. ecological

COMMENT: Keep as written

2. A constitutional amendment is voted down. (2)

*This number refers to the item placement in the pilot test.

	.04	a)	sociological
	.00	b)	technological
	.08	c)	biological
.59	.83	d)	political
		e)	ecological

COMMENT: Tighten stem.

3. A new computer system is used in the school for several new courses. (3)

	.00	a)	sociological
.57	.83	b)	technological
	.04	c)	biological
	.08	d)	political
	.04	e)	ecological

COMMENT: Tighten stem.

4. A satellite explodes in the atmosphere spreading harmful radiation. (4)

	.13	a)	sociological
	.17	b)	technological
	.21	c)	biological
	.08	d)	political
.45	.42	e)	ecological

COMMENT: Keep as written.

5. The average American family moves once every five years. (5)

.53	.83	a)	sociological
	.04	b)	technological
	.04	c)	biological
	.04	d)	political
	.04	e)	ecological

COMMENT: Tighten stem.

6. Stricter emission control standards are forced on car manufacturers. (6)

	.08	a)	sociological
	.46	b)	technological
	.08	c)	biological
	.08	d)	political
.33	.29	e)	ecological

COMMENT: Keep as written.

7. The severe cold and snow causes many wild animals to die. (7)

	.00	a)	sociological
	.04	b)	technological
-.52	.33	c)	biological
	.04	d)	political
	.58	e)	ecological

COMMENT: Ambiguous, reject.

8. Nuclear energy plants are built to supply needed energy in the mid-west. (8)

	.04	a)	sociological
.24	.67	b)	technological
	.13	c)	biological
	.04	d)	political
	.13	e)	ecological

COMMENT: Keep as written.

9. A new peace agreement in the Middle East is being worked out. (9)

	.25	a)	sociological
	.00	b)	technological
	.08	c)	biological
.61	.67	d)	political
	.00	e)	ecological

COMMENT: Keep as written.

10. New government program helps rebuild poorer sections of town. (10)

.49
- .54 a) sociological
- .00 b) technological
- .08 c) biological
- .17 d) political
- .21 e) ecological

COMMENT: Keep as written.

Objective 2: The learner will predict changes in work, leisure, citizen involvement and family life.

OUTCOMES: The learner will be able to:

a. define the following words: life span, role, worker, leisure participant, family member, citizen, probable future, scenario

b. choose a "probable" change in each of the following areas - work, leisure, citizen involvement, family life.

The following fifteen questions were developed to test Objective 2.

Choose the best definition for each of the following:

11. lifespan- (11)

.19
- .54 a) includes everything that a person does from birth to death
- .13 b) the process of growing up
- .08 c) how far away one person is from another person
- .25 d) how old a person is when he/she dies

COMMENT: Keep question. Vocabulary item not learned by students.

12. role- (12)

.58 a) the behavior that is usually expected of a person by others

.13 b) the type of behavior a person enjoys doing least

.00 c) the type of behavior a person enjoys doing most

.35 .29 d) the usual behavior of a person in a given situation

COMMENT: Keep question. Change distractor (c).
Suggestion: c. the time and place within which an event occurs

13. In the future, citizen involvement will become: (19)

.38 a) less important because the government will have more control

.13 b) a law with each citizen having assigned roles

.22 .42 c) increasingly more important in solving many of our social problems

.08 d) limited to small neighborhood groups

COMMENT: Keep as written.

14. In the future, family life will: (20)

.04 a) no longer exist

.43 .54 b) be pretty similar to the way it is now

.29 c) be changed to group and communal living

.13 d) go back to the concept of the extended family

COMMENT: Keep question. Tighten distractor (a).

15. Worker- (13)

.29 a) a person who has a supervisor but doesn't supervise anyone

.08 b) the lowest position in an occupation

.66 .50 c) one who works especially at manual or industrial labor

.13 d) a person who performs tasks other's don't like to do

COMMENT: Keep as written.

16. Family member- (14)

.21 a) a person living under the same roof with other people

.42 b) a person living with people he/she is related to

-.30 .04 c) one of a group of persons living together under the same roof and usually under one head

.33 d) anyone who claims the same family unit

COMMENT: Keep question. Vocabulary item not learned by students.

17. Citizen- (15)

.17 a) a person who lives in a country

.00 b) a person who is born in a country

.08 c) a person who has been in a country for at least three years

.53 .75 d) a person who has the rights of and responsibility to a country

COMMENT: Keep question. Change distractor (b).

18. Probable future- (16)

.00 a) some event which one would very much want to happen

.13 b) some event in the future that one dreamt about

.37 .75 c) a predicted course of events based on present circumstances

.13 d) a gut feeling one has about the future

COMMENT: Keep question. Change distractor (a).

19. Leisure participant- (17)

.13 a) a person who doesn't have to work for a living

.13 b) a person who participates in any activity leisurely

.17 c) a person with an occupation dealing with leisure time pursuits

.30 .58 d) a person taking part in an activity for personal enjoyment and relaxation

COMMENT: Keep as written.

20. In the future, leisure time will probably change in that: (18)

.38 a) people will have little time for leisure activities

.08 b) there will be no room for leisure time facilities due to over-population

.43 .42 c) there will be a great increase in leisure time facilities and people will spend more time participating in leisure activities

.13 d) there will not be any noticeable changes in the future

COMMENT: Keep as written.

21. In the year 2000 space travel will possibly be advanced to the point that: (26)

.29 a) people will take weekend vacations to the moon

.13 b) we will come in contact with many civilazations in outer space

-.30 .33 c) people will live in space for extended periods
.25 d) other planets in the universe will provide most of our resources

COMMENT: Keep question. Students not taught this material. Guessing may explain the results.

22. In the future, work will probably change so that: (27)

.33 a) people will have to work more hours due to increased price of living

.38 .42 b) people will work less hours and have more leisure time

.04 c) people will not have to work if they so desire

.21 d) people will begin working at younger ages than they do now

COMMENT: Keep question. Tighten distractor (c).

23. If the world's population continues to increase at its present rate, in thirty years the world's population will double. This will probably cause: (23)

.74 .63 a) the development of synthetic food forms

.04 b) very little noticeable change

.17 c) a third world war

.17 d) a law forbidding everyone to have children

COMMENT: Keep question. Tighten distractor (b).

24. If the current energy shortage continues, it is likely that in 100 years from now: (24)

.08 a) the world will end

.69 .71 b) cars will no longer run on gasoline

.21 c) everyone will fly around in mini space shuttles

.00 d) things will be the same because there really isn't any energy shortage

COMMENT: Keep question. Change distractor (d).

25. With the continuously rising inflation, in the year 2000 the American dollar will be: (25)

.04 a) non-existant
.17 b) worth nothing at all
.13 c) will be worth the same as it is presently
.32 .67 d) will be worth a lot less than it is today

COMMENT: Keep question. Tighten distractor (a).

Objective 3: The learner will recognize preferred personal plans for the future.

OUTCOMES: The learner will be able to:

a. define various types of family units
b. describe preferred future work, leisure, citizen, and family member roles
c. name the events that must occur to attain a future role.

The following six questions were developed to test Objective 3.

25. A family group that includes father, mother, and child or children is known as a: (28)

.25 a) blended family
.21 b) extended family
.07 .21 c) nuclear family
.33 d) communal family

COMMENT: Keep question. Students not taught this vocabulary item.

26. A social group that includes people who share living facilities and/or sources of livelihood is a: (29)

.17 a) pair bond

.36 .42 b) communal family
.04 c) childless couple
.38 d) blended family

COMMENT: Keep as written.

27. A group that includes two or more nuclear families, living together in the same household or parts of nuclear families, and may also include grandparents, aunts, uncles, cousins, etc. is a(n): (30)

.17 a) communal family
.00 b) pair bond
.17 c) blended family
.45 .67 d) extended family

COMMENT: Keep question. Change distractor (b).

28. An arrangement that includes pairs of unmarried people who share living facilities is referred to as a: (31)

.25 a) single people
.45 .46 b) pair bond
.13 c) communal family
.13 d) blended family

COMMENT: Keep as written.

29. In order to work for the federal government as a civil servant, one must: (21)

.58 a) graduate from college
-.05 .25 b) have a high school diploma
.13 c) be over 21 years of age
.04 d) attend a trade school

COMMENT: Keep question if module covers this specific material.

30. In order to get married, one must: (22)

	.04	a)	take a reading test to get a marriage license
	.21	b)	be 18 years of age
-.18	.38	c)	have a blood test
	.38	d)	have parental consent

COMMENT: Keep question if module covers this specific material.

TEST DEVELOPMENT AND ITEM ANALYSIS FOR GRADES 10-12

TEST DEVELOPMENT

The test development procedure utilized the goals and learning objectives developed in the preparation of the Career Education Curriculum Project Modules for grades 10-12. These goals and objectives were converted into measurable outcome objectives and behavioral criteria.

A pool of test items was then developed for each objective. These items were reviewed by two faculty members, two Ph.D. level candidates and two teachers presently involved with students at this grade level. Revisions were made upon their suggestions in the areas of readibility, clarity of instruction, grammatical errors, and question format.

FIELD TEST SAMPLE SELECTION

Arrangements were made for three classes at the Rockbridge High School to provide subjects for the pilot study of the developed test items. Two English classes and one social scienc class were involved. There was a mixture of tenth, eleventh and twelth grade students in these classes.

TESTING PROCEDURE

The experimenters introduced the materials to the classes in much the same manner as set forth for the 7-9 grade procedure explained earlier.

One English class, made up mostly of twelth graders, was a split class. That is, half of the class was corducted before

lunch and half after. There was a large attrition rate for this class.

RESULTS

The test scores of the three classes were combined giving between 26 and 33 subjects per module. As with the 7-9 grade tests, the Item Analysis Program of the Mermac Computer Package was used to analyze the questions. Means, standard deviations, standard error of measurement and KR reliabilities were computed for each module test. The proportion of students answering each choice for each item, and the point-biserial for each item was also calculated. Items with a .80 difficulty factor were considered easy and methods were examined to make them more difficult. Items with a point-biserial of less than .20 were examined. Some were bad items and it was recommended they be dropped. Other items appeared to be strong and should have a much stronger point-biserial after the students have been exposed to the material.

The specific item results and comments follow.

Developmental Level 10-12

1: You + Transactional Strategies = ???

GOAL: For the learner to understand the transactional strategies of self and others.

Objective 1: The learner will describe communication expectancies in interpersonal relationship.

OUTCOME: The learner will indicate expected outcomes from good communications.

For the outcome criteria for Objective 1, Module 1, five items were constructed.

1. Good communication means: (D11-1)

.08 a) People know how to talk easily.

.04 b) People do not have to talk because they know what each other is thinking.

.29 .46 c) A person understands and knows she or he is understood.

.38 d) You can say whatever you think or feel.

COMMENT: This item appears acceptable as it stands.

2. Ron's answer on a test was counted wrong when he interpreted the question differently than his teacher had intended. If there is good communication between Ron and his teacher we should expect that: (D11-2)

.00 a) Ron will not mention this so he doesn't risk upsetting a good thing.

0.00 1.00 b) Ron knows that the teacher will openly listen to what happened and let him know why the grade should or should not be changed.

.00 c) The teacher will tell Ron he will not listen because he will not change grades.

.00 d) Ron will threaten the teacher to try and get the grade changed.

COMMENT: This item is too easy. All distractors should be reworked or the item discarded.

3. Sue wants the family car for a school dance. Her parents had special plans and needed the car the same evening. If good communications exist we should expect: (D11-3)

.04 a) They will talk it through until everyone gets what they want.

.04 b) The parents will take the car no matter what Sue's plans.

.04 c) The parents will really understand Sue's side and let her use the car.

.21 .88 d) They will talk it through and come to a mutual agreement.

COMMENT: This item is too easy. All distractors should be reworked or the item discarded.

4. Joe has been late for work the last three days and his boss is upset with him. If they have good communication we should expect: (D11-4)

.00 a) That the boss will ignore the situation and hope it goes away.

.30 .88 b) The boss will confront Joe with the situation and discuss the problem.

.08 c) The boss will dock Joe's pay and encourage Joe so it will not happen again.

.04 d) The boss will lecture Joe on responsibility and warn him not to be late again.

COMMENT: This item is too easy. All distractors should be reworked or the item discarded.

5. Mary and Jill are both trying out for a much desired position. If they have good communication, we can expect: (D11-5)

.42 .73 a) They will share their feeling of joy or loss with each other.

.19 b) Each will be happy, win or lose.

.04 c) They will try to get the better of each other in front of friends.

.04 d) They will find they cannot share their feelings with each other.

COMMENT: This item appears acceptable as it stands.

Objective 2: The learner will interpret the meaning of rights and responsibilities in interpersonal relationships.

OUTCOME: The learner will choose the proper right and responsibility combination for each situation.

For the outcome criteria of Objective 2, Module 1, four items were constructed.

6. Jim is a member of a church where he can vote on church matters. Given the relationship between rights and responsibilities this means that: (D12-1)

.58 a) Jim can vote if and when he wants.

.08 b) Jim can expect to be ignored by the group that runs things.

.28 .35 c) Jim is supposed to vote.

.00 d) Voting privelege does not matter anyway.

COMMENT: This item appears acceptable as it stands, but distractor (d) could be strengthened.

7. June just got her driver's license. The state has granted her the right to drive. Her responsibilities are: (D12-2)

.00 a) Not to break the law unless she has a personal emergency.

.00 b) To take the pressure off her mother by driving for her brothers and sisters.

.04 c) To get herself to school so the school bus does not have to pick her up.

.37 .92 d) To obey the laws and drive safely.

COMMENT: This item is too easy. It should probably be discarded unless the distractors can be strengthened.

8. You have the right to a high school education. What is your responsibility? (D12-3)

.00 a) There is none.

.04 b) To learn respect for authority.

.35 c) To attend class regularly.

.24 .58 d) To learn enough to be a responsible citizen.

COMMENT: This item appears acceptable as it stands.

9. Freedom of speech is your right. This means you can legally: (D12-4)

.12 a) Say anything you want any place you want to

.00 b) Try to persuade a crowd to take the law into their own hands.

.03 .81 c) Express any beliefs no matter how unpopular.

.08 d) Say only those things which are acceptable to others.

COMMENT: The point-biserial is very bad and the distractors too weak. However, the concept is important and should someway be retained. Distractor (b) should be strengthened. This item may be better with a group who has been exposed to the material.

Objective 3: The learner will communicate feelings for self and others when rights are supported or violated.

OUTCOME: The learner will be able to choose how others might feel when rights are supported or violated.

For the outcome criteria for Objective 3, Module 1, five items were developed.

10. Mary tried to express an idea in a class meeting but was "put down" by her classmates. She would most likely feel: (D13-1)

.44	.73	a)	angry
	.15	b)	indifferent
	.12	c)	elated
	.00	d)	friendly

COMMENT: This item appears acceptable as it stands. Distractor (d) could be strengthened.

11. James was told he could not join a club because he was of the wrong ethnic group. Half of the club members said they would quit if he could not join. What were James' feelings concerning the members that supported him. (D13-2)

	.15	a)	puzzled
.19	.62	b)	pleased

.04 c) anxious

.19 d) upset or sad

COMMENT: The point-biserial score is low. Distractor (d) pulled too many from the better scorers. The item would probably stand as it is.

12. How did James feel concerning those who did not want him? (D13-3)

.17

.73 a) bitter

.00 b) happy

.27 c) burdened

.00 d) bashful

COMMENT: This item is weak. The point-biserial is low and only one distractor has strength. If (b) and (d) could be strengthened the item may be saved.

13. Michelle and Leah were close friends but when Michelle told Leah a special secret, Leah told the whole club. Michelle felt: (D13-4)

.00

1.00 a) betrayed

.00 b) frightened

.00 c) grumpy

.00 d) excited

COMMENT: This item must be discarded as it presently exists.

14. Tom was late for work. As he walked through the door the foreman fired him. The boss, however, said he could not be fired until he had had a chance to explain his tardiness. Tom's feelings in this situation were most likely: (D13-5)

.52

.88 a) Relief that he was not fired but concern about what the outcome would be.

.04 b) Lonely when he was fired and angry that the boss had not trusted him.

.04 c) Friendly toward the foreman and thankful that he had an ally.

.04 d) Hurt that he was late and apprehensive about being around the boss.

COMMENT: This item appears too easy. It does have a good point-biserial. If the distractors can be strengthened without changing the nature of the question, it may be usable.

Objective 4: The learner will describe the relationship between honesty and genuineness and open communication.

OUTCOME: The learner can indicate the proper relationship between honesty and genuineness and open communications.

For the outcome criteria of Objective 4, Module 1, five items were developed.

15. Honesty means: (D14-1)

.00 a) Protecting people from facts and information that might bother them.

.00 b) Telling people exactly what you think or feel.

.49 .96 c) Being open and truthful with people.

.04 d) Telling people what they really want to hear.

COMMENT: This item is too easy and should be discarded in its present form.

16. Genuineness means: (D14-2)

.08 a) Acting sincerely and caring no matter how you feel.

.08 b) Helping a friend even though you resent it and wish you were doing something else.

.08 c) Being a super sensitive person.

.17 .76 d) Being sincere and truthful about what you do.

COMMENT: The point-biserial is too low. Stronger distractors may help this.

17. Lynn did not want to upset her mother so she said she got in at 11:00 instead of 1:00. This should: (D14-3)

.04 a) help open communication because it shows genuine caring.

.67 .88 b) hurt open communication because Lynn was not honest.

.00 c) allow for greater freedom in future planning.

.08 d) enable her not to get caught.

COMMENT: This item is too easy as it stands. Distractor (c) should be strengthened.

18. Mark said he was only considering Tom's welfare when he accurately repeated things to Tom another friend said in anger. (D14-4)

.00 a) Mark's honesty should make open communication better.

.12 b) Tom will now trust Mark more.

.14 .58 c) Open communication may be hindered because of a lack of genuineness.

.27 d) Open communication may be hindered because of Mark's accuracy.

COMMENT: The point-biserial is weak. On the subtest analysis it is .49. This item may do better with persons exposed to the material.

19. Open communication needs: (D14-5)

.28 .73 a) both honesty and genuineness

.23 b) honesty and directness

.00 c) both involvement and positive feelings

.04 d) directness and simplicity

COMMENT: This item appears acceptable as it stands.

Objective 5: The learner will communicate feelings for self and others when honesty and genuineness are present or not present in interpersonal relationships.

OUTCOME: The learner will be able to choose how others might feel when honesty and genuiness are present or lacking.

For the outcome criteria of Objective 5, Module 1, five items were developed.

20. Lynn did not want to upset her mother so she said that she got in at 11:00 instead of 1:00. If Lynn's mother found out she would feel: (D15-1)

.00 a) proud of Lynn's concern that she not worry.

.17 .81 b) hurt and distrustful of what Lynn said.

.04 c) resigned to the fact that Lynn was old enough to stay out so late.

.12 d) angry because Lynn had not been able to discuss the matter.

COMMENT: This item is too easy and the point-biserial is too low. Changing distractors (a) and (c) might help it.

21. Mark said he was only considering Tom's welfare when he accurately repeated to Tom things another friend said in anger. Now Tom will: (D15-2)

.50 .35 a) distrust both Mark and his other friend.
.50 b) trust Mark and be angry with the other friend.
.04 c) not be changed in any way.
.12 d) feel closer to both Mark and his other friend.

COMMENT: The point-biserial is good. Distractor appears almost too strong, but exposure to the material should change this. This may be a very good item.

22. If Lynn had told her mother the truth her mother might have: (D15-3)

.00 a) been hurt that Lynn had not lied to keep her from worry.
.00 1.00 b) felt she could trust Lynn more.
.00 c) been happy that Lynn had stayed out.
.00 d) felt that she was too busy to be bothered by Lynn's problems.

COMMENT: This item is too easy as it stands.

23. If honesty is lacking in a relationship, we can expect a person to feel: (D15-4)

.04 a) a sense of trust and well being.
.21 .92 b) a sense of distrust and caution.
.04 c) no different than if trust existed.
.00 d) that they are no good because people cannot be honest with them.

COMMENT: This item is too easy as it stands.

24. Genuineness usually increases the feeling of: (D15-5)

.11 .69 a) trust
.04 b) freedom
.23 c) happiness
.04 d) competence

COMMENT: The point-biserial is poor. This item may be strengthened if the possessor of the genuineness and the possessor of the feelings was noted.

Objective 6: The learner will describe the relationship between trust and open communication.

OUTCOME: The learner can choose the proper relationship existing between trust and open communication.

For the outcome criteria of Objective 6, Module 1, four items were developed.

25. Trust means: (D16-1)

.00 a) to care for.
.04 b) to like.
.35 .96 c) to have confidence in.
.00 d) to support.

COMMENT: This item is too easy as it stands.

26. In open communication trust is: (D16-2)

.05 .92 a) an important ingredient.
.04 b) not an essential element.
.04 c) sometimes necessary.
.00 d) a burden.

COMMENT: This item is too easy as it stands.

27. Jim is very smart but not considered trustworthy. Jan has a good original idea for the science fair and would like Jim's opinion on it. The question of his trustworthiness will: (D16-3)

.12 a) present no problem in Jane's talking to Jim.
.40 .69 b) stop open communication.

.12 c) have nothing to do with her decision.

.04 d) make her more interested in talking with him.

COMMENT: This item appears acceptable as it stands.

28. It is easy for people to have confidence in Marilyn. This quality causes other people to: (D16-4)

.04 a) resent her because it makes them look bad.

.72 .85 b) be very open with her.

.04 c) give her a hard time.

.08 d) be reluctant to share their problems.

COMMENT: This item is too easy. Distractors (a) and (c) should be made stronger.

Objective 7: The learner will communicate feelings for self and others when trust and open communication are present or not present in interpersonal relationships.

OUTCOME: The learner will be able to choose what feelings will be present when there is trust or the lack of trust in open communications.

For the outcome criteria of Objective 7, Module 1, four items were developed.

29. A person confided in you about a serious and private matter. How would she feel if she found you had told several friends? (D17-1)

.00 a) relieved because it was more out in the open.

.00 1.00 b) hurt and angry with you.

.00 c) no different than before.

.00 d) that you were concerned and were exploring solutions.

COMMENT: This item is too easy.

30. Bill has complete confidence in Jim and can talk with him openly. This makes Bill feel: (D17-2)

.00 a) like he does not want to bother Jim.
.08 b) rather strange and uncomfortable.
.08 c) as if he is Jim's only friend.
.55 .73 d) very good, and as if he is a worthwhile person.

COMMENT: This item appears acceptable as it stands.

31. Matt feels very insecure and fearful when he is around Kim. He will be able to: (D17-3)

.00 a) trust her and talk with her openly.
.08 b) trust her but not talk openly.
.00 c) not trust her but talk openly
.47 .88 d) not trust her and not talk openly.

COMMENT: This appears too easy. Distractors (a) and (c) should be strengthened.

32. Sue feels happy and secure when she is with Beth. She probably: (D17-4)

.04 a) trusts but can not talk to Beth.
.08 b) can talk to Beth but does not trust her.
.21 .88 c) Can talk with Beth and does trust her.
.00 d) Can not talk with Beth and does not trust her.

COMMENT: This item is too easy. Stem of distractors (a) and (d) should be changed.

Objective 8: The learner will describe the relationship between loyalty and open communication.

OUTCOME: The learner can indicate the proper relationship between

loyalty and open communication.

For the outcome criteria of Objective 8, Module 1, four items were developed.

33. Loyalty means: (D18-1)

.62 a) Being faithful to the promises made to another.

.08 b) Declaring that you believe a friend is right no matter what that friend has done.

-.17 .27 c) Supporting a friend in trouble.

.04 d) Fighting a friend's battles for him.

COMMENT: The test constructor and the pilot group have a different concept of what loyalty means. The module material should be examined to determine the proper meaning. If the test constructor is right, leave the item, if the group is right, change key so (a) is right.

34. In open communication loyalty is: (D18-2)

.01 .81 a) important.

.08 b) not significant.

.12 c) destructive.

.00 d) a put on.

COMMENT: This item is easy and the point-biserial is very poor.

35. Sue is a loyal friend of Ken's. This means that she will: (D18-3)

.01 .81 a) still be a friend if he gets in trouble.

.00 b) deny any of his faults.

.00 c) stop speaking to him when he does something she does not like.

.15 d) make allowances for his problems.

COMMENT: This item is easy and the point-biserial is very poor. Improving distractors (b) and (c) might help.

36. John has no sense of loyalty. This means you: (D18-4)

.04 a) can not place trust in anything he says.

.04 b) can expect to have a good time with him.

.00 c) know you can count on him.

.19 .92 d) can not expect him to be faithful to your friendship.

COMMENT: This item is too easy. Also the point-biserial is low.

Objective 9: The learner will communicate feelings for self and others when loyalty is present or not present in interpersonal relationships.

OUTCOME: The learner will be able to choose what feelings will be present when there is loyalty or the lack of loyalty in open communication.

For the outcome criteria of Objective 9, Module 1, two items were developed.

37. Tom and Dick were close friends. Tom moved to another town and found new friends. If there was loyalty in this relationship, Tom: (D19-1)

.51 .85 a) would remain Dick's friend and contact him when possible.

.08 b) find Dick's friendship replaced by someone similar.

.00 c) have to move back to be close to his friend.

.08 d) resent the friendship and guard against further contacts with him.

COMMENT: This item is too easy. The stem could be shortened and and distractor (c) strengthened.

38. Mary is loyal to Joe. Her committment will: (D19-2)

.04 a) change often.

.23 b) always remain intense.

.27 .54 c) remain constant.

.19 d) be apparent whenever they meet.

COMMENT: This item appears acceptable as it stands.

Objective 10: The learner will be able to evaluate transactional strategies.

OUTCOME: The learner can choose the probable results of transactional strategies.

For the outcome criteria of Objective 10, Module 1, five items were developed.

39. If a person always keeps oneself the center of conversation we can expect that: (D110-1)

.19 a) the person be sought out by others as an interesting person.

.60 .69 b) people will consider the person self-centered and boring and may not choose that person as a close friend.

.08 c) this will let others know how important the person is and will impress them.

.04 d) that this is a person who has real concerns for others.

COMMENT: This item appears acceptable as it stands.

40. When one person answers another by making a response that is unrelated to the original statement a possible reason might be that the person is: (D110-2)

.08 a) attempting to get to the feelings of the first person.

.08 b) showing a real concern for what the first person is talking about.

.19 c) putting the person down.

.69 .65 d) changing the subject because it is either painful or uninteresting.

COMMENT: This item appears acceptable as it stands.

41. When you express the way you feel, you: (D110-3)

.00 a) show you are self-centered.

.34 .77 b) indicate your willingness to risk.

.12 c) keep the communication at a shallow level.

.12 d) are really making an unrelated response.

COMMENT: This item appears acceptable as it stands. Distractor (2) could be strengthened some.

42. A person asks you to tell him what you hear him communicating; this: (D110-4)

.31 a) tends to bog down communication,

.04 b) is a way of changing the subject.

.19 c) keeps things on a lighter level.

.30 .46 d) keeps communication open.

COMMENT: This item appears acceptable as it stands.

43. Martha and Jacob are to split a 30 minute period to present their programs. Martha takes 25 minutes leaving Jacob only 5 minutes. After class Jacob says to Martha,

"You seem to think you are more important than anyone else." (D110-5)

-.10 .58 a) Jacob is making assumptions based on his feelings.

.27 b) Jacob is giving a behavioral description of Martha.

.08 c) Jacob is focusing on the underlying causes.

.08 d) Jacob is asking for feedback.

COMMENT: This item has a poor point-biserial but may do well with a group who have studied the concepts involved.

Objective 11: The learner will describe how strategies may be changed, strengthened or maintained.

OUTCOME: The learner will be able to select the best method to change, strengthen or maintain strategies.

For the outcome criteria of Objective 11, Module 1, four items were developed.

44. Barbara finds she always wants to talk about her own ideas rather than listen to what others have to say. How can she best begin to change? (D111-1)

.27 a) Vow to stop talking and make a contrast.

.19 b) Find new friends who will challenge her when she speaks out.

.12 c) Keep a journal of what she says.

.28 .42 d) Make herself paraphrase what has been said by another before she can add something new.

COMMENT: This item appears acceptable as it stands.

45. Bill wants to become more aware of how he communicates so he can improve his skills. He might: (D111-2)

.27 a) set goals for improvement.

.37 .42 b) tape some of his conversations and evaluate them on playback.

.27 c) Talk on any subject one's friends are interested in.

.04 d) Practice talking in an empty room.

COMMENT: This item appears acceptable as it stands.

46. You find you can communicate with people very openly and easily. To make sure this continues you can: (D111-3)

.12 a) Feel good about this and let others know they can copy your style.

.04 b) Start telling others how it is done.

.45 .62 c) Make an effort to hear what others are saying.

.19 d) Control what you say so that you will not lose the ability.

COMMENT: This item appears acceptable as it stands.

47. To develop better relationship strategies one should: (D111-4)

.00 a) ignore people and avoid conflict.

.31 b) leave things alone and let it happen naturally.

.04 c) become an expert on some subject.

.45 .58 d) become aware of what strategies are possible.

COMMENT: This item appears acceptable as it stands.

Of the 47 items constructed for this test, 17 now appear to be acceptable as they are without any modification or change. Several other items are very close to the cut-off limits which are being used, those being a point-biserial of at least .20,

and proportion right of no greater than .80. Minor changes in some of the distractors, a few stem changes, and the review of several items which show a poor point biserial, may be extremely valid items for the testing of the outcome objectives stated, should give a working total of 25 to 30 items for Module 1.

Developmental Level 10-12

2: What Interests You?

GOAL: For the learner to understand how past interests were established, how current interests are enriched and how new interests may be generated.

Objective 1: The learner will identify leisure-time pursuits in which his or her values, needs and interests would be satisfied.

OUTCOME: The learner will identify leisure activities which are most appropriate for one's interests and values.

For the outcome criteria for Objective 1, Module 2, eight items were constructed.

1. artistic -- (D21-1)

.00	a)	softball
.08	b)	backpacking
.12	c)	rock collecting
.77	d)	photography
.04	e)	gardening

.52

COMMENT: This item appears acceptable as it stands.

2. leadership -- (D21-2)

.00	a)	a major role in the Jr. class play
.15	b)	member of the high school basketball team
.81	c)	president of the science club
.04	d)	the best player on the golf team

.16

COMMENT: The item is somewhat easy and the point-biserial is a little low. This may be acceptable, especially if distractor (a) is strengthened.

3. adventure -- D21-3

	.00	a)	dog-showing
	.00	b)	playing the piano
	.00	c)	refinishing furniture
	.04	d)	jogging
.34	.96	e)	white-water canoeing

COMMENT: As this item stands it is too easy. All distractors should be strengthened.

4. competition-- D21-4

.46	.88	a)	playing tennis
	.00	b)	stamp collecting
	.00	c)	fishing
	.04	d)	crosswork puzzles
	.08	e)	assembling electronic kits

COMMENT: As this item stands it is too easy. Distractors (b), (c) and (d) should be strengthened.

5. recognition by classmates -- D21-5

	.04	a)	painting
	.42	b)	going to a friend's party
	.04	c)	belonging to the high school church group
.29	.50	d)	member of the basketball team
	.00	e)	woodwork

COMMENT: This item appears acceptable as it stands.

6. helping others -- D21-6

	.00	a)	reading
	.04	b)	cooking a special dinner for your family
	.04	c)	president of tbe home ec club
.09	.92	d)	volunteer work
	.00	e)	talking with your friends

7. Mary is interested in political activities and has a high need to manage or supervise others. Which leisure activity would she most probably choose? D21-7

	.15	a)	visit Washington, D.C.
	.04	b)	collect autographs of U.S. senators
.40	.65	c)	campaign for president of the student senate
	.12	d)	serve as assistant leader for the girl scouts
	.04	e)	read books about political leaders

COMMENT: This item appears acceptable as it stands.

8. A high interest with data D21-8

	.31	a)	movies
	.12	b)	tennis
.27	.46	c)	card games
	.08	d)	flower arranging

COMMENT: This item appears acceptable as it stands.

Objective 2: The learner will describe methods of actualizing leisure interests.

OUTCOME: The learner will choose methods to develop leisure interests.

For the outcome criteria for Objective 2, Module 2, four items were constructed.

9. After learning how to play tennis, Mary moved to a new town with her parents. Which method is best to find people with whom she can play tennis? (D22-1)

	.00	a)	Sit in the library and read a book on tennis.
	.00	b)	Visit a local sports store
.34	.88	c)	Join a tennis league sponsored by the recreation department.

.08 d) Attend an out-of-state camp on how to improve your tennis game.

.04 e) Watch a top tennis match on T.V. in the student cafeteria.

COMMENT: This item is presently too easy. Strengthen distractors (a), (b) and (e).

10. John would like to learn how to play golf. Which of the following methods would be <u>least</u> helpful? D22-2

.04 a) Enroll in a physical education course on beginning golf.

.08 b) Read a book on how to play golf.

.15 c) Talk to the local golf pro about the proper equipment.

.21 .23 d) Enter a local golf tournament.

.50 e) Watch golf tournaments on TV.

COMMENT: This item may be too hard. Distractor (e) may be too strong.

11. Mark is very interested in basketball. At his present age of 64, how might he best continue to develop this leisure interest? D22-3

.00 a) Watch the championship on TV.

.08 b) Play in the local industrial league.

.00 c) Encourage his grandson to play basketball.

.04 d) Develop a new interest since basketball is for younger people.

.40 .88 e) Coach a boys team at the YMCA.

COMMENT: This item is too easy. Distractors (a), (c) and (d) should be strengthened if it is used.

12. If you wanted to meet others who were developing the same leisure interest as yourself, you would most likely choose which of the following methods? D22-4

.00 a) read an introductory book
.08 b) watch a film
.35 .77 c) join a club
.04 d) buy the necessary equipment
.08 e) talk to an expert

COMMENT: This item appears acceptable as it stands. Distractor (a) should be strengthened, however.

Objective 3: The learner will describe the relationships between the individual's leisure-time pursuits and his or her own lifestyle.

OUTCOME: Given a description of one's lifestyle, the learner will choose leisure activities that are congruent with that lifestyle.

For the outcome criteria for Objective 3, Module 2, five items were constructed.

13. John is young, likes to be with people, and lives in a beach house near the Pacific Ocean in California. He has a great deal of athletic ability and likes to participate in sports. Which leisure activity is the best match with John's lifestyle? D23-1

.23 a) bicycling
.08 b) traveling
.50 .62 c) volleyball

.00 d) attending musical events

.04 e) trout fishing

COMMENT: This item appears acceptable as it stands.

14. Jeff likes to spend as much time as possible out of doors. He doesn't have much money for recreational activities; which activity is the best match for Jeff? D23-2

.04 a) hunting

.00 b) golf

.04 c) tablegames

.12 d) woodworking

.40 .77 e) hiking

COMMENT: This item appears acceptable as it stands. Distractor (b) could be strengthened, however.

15. Ann lives in a high-rise apartment complex in New York City. After working all day, she enjoys spending most of her evenings in her apartment relaxing. She enjoys art and places a high value on creativity and intellectual stimulation. Assuming that she has the ability to do any of the following, which leisure activity is Ann most likely to pursue? D23-3

.18 .69 a) painting

.00 b) swimming

.23 c) reading

.04 d) wine making

.00 e) cooking

COMMENT: This item can probably stand. The point biserial is a little low and distractors (b) and (e) could be strengthened.

16. Beth and her family have recently moved into their new home and often spend their evenings together in the family room around the TV. She is very artistic, creative, and likes to work with her hands. Beth's part-time job allows her to spend a great deal of time at home. Which leisure activity is most probable for Beth to do? D23-4

	.00	a)	traveling
.15	.65	b)	interior decorating
	.27	c)	film making
	.04	d)	playing the violin in the city orchestra
	.04	e)	tennis

COMMENT: The point biserial is low and distractor (a), (d) and (e) are weak. Stronger distractors and students exposed to this material might make this item appear stronger.

17. Mary is a college student at the university and works part-time at a department store. She doesn't have a great deal of money to spend on recreation, but wants to spend some time each week on recreational activities. Mary especially likes competitive activities and to be outdoors. Which leisure activity is most probable for Mary to do? D23-5

	.27	a)	jogging
	.00	b)	acting
	.00	c)	golf
	.08	d)	fishing
.44	.65	e)	tennis

COMMENT: This item appears acceptable as it stands.

Objective 4: The learner will understand the importance of adaptability in interests.

OUTCOME: The learner will be able to indicate the relationship between adaptability and interests.

For the outcome criteria for Objective 4, Module 2, four items were constructed.

18. Hank is 86 years old and has had many interests during his long lifetime. Which interest listed below must be adapted the most with his present age? D24-1

	.19	a) painting
	.19	b) visiting his family
	.12	c) collecting beer cans
.30	.38	d) hunting
	.08	e) stamp collecting

COMMENT: This item appears acceptable as it stands.

19. Which of the following activities is most dependent on technological changes? D24-2

	.00	a) fishing
	.08	b) motorcycle touring
	.08	c) stamp collecting
.33	.69	d) TV computer games
	.15	e) building ham radios

COMMENT: This item appears acceptable as it stands. Distractor (a) could be strengthened.

20. Which of the following would probably affect one's interests the least? D24-3

.00 a) You accept a job in Europe.

.39 .35 b) You are given $100

.27 c) You marry someone you have gone with for several years.

.23 d) You become paralyzed from the waist down.

.15 e) The work week has been shortened to a 4 day work week.

COMMENT: This item appears hard, but can probably stand as it is.

21. Which interest is least affected by the weather? D24-4

.00 a) backpacking

.04 b) skiing

.38 c) attending a basketball game

.46 d) canning vegetables and fruit

-.03 .12 e) fly tying

COMMENT: It would appear the students did not know what fly tying is. Change.

Objective 5: The learner will identify new interests he or she might pursue.

OUTCOME: The learner can locate new interests a person might pursue, given situations and alternatives for those situations.

For the outcome criteria for Objective 5, Module 2, three items were constructed.

22. Joan has moved from a large metropolitan area to a small town in a rural part of the state. What new interest might she pursue in this situation that she formally had little

chance to do in the large city? D25-1

	.00	a)	golf
.00	1.00	b)	horse riding
	.00	c)	cheerleading
	.00	d)	rock collecting
	.00	e)	flower arranging

COMMENT: This item is too easy. All distractors should be strengthened or item discarded.

23. Helen has spent almost all of her leisure time in artistic activities, such as weaving, sculpturing, and embroidery. If she wants to expand her interests and be more diverse in regard to leisure activities, which activity might she chose? D25-2

	.04	a)	needlepoint
.35	.42	b)	gardening
	.27	c)	playing the piano
	.15	d)	sewing
	.12	e)	leathercraft

COMMENT: This item appears acceptable as it stands.

24. Jim played football and baseball in high school, but would now like to develop some new interests. He especially likes to work with machines, or tools. Which of the following activities might he find most enjoyable? D25-3

	.04	a)	visit museums
	.00	b)	read books
	.08	c)	softball
.37	.88	d)	woodworking
	.00	e)	stamp collecting

COMMENT: This item is too easy. Distractors (a), (b) and (e) should be strengthened.

Objective 6: The learner will describe ways he or she may charge interests or acquire new interests.
OUTCOME: Given a situation, the learner will select appropriate alternative for acquiring or changing interests.

For the outcome criteria for Objective 6, Module 2, five items were constructed.

25. Sue thinks she may like to help persons who are severely handicapped. Which alternatives below would probably help her develop this interest most fully? D26-1

	.00	a)	read books about the handicapped
.53	.92	b)	do volunteer work at a nursing home
	.00	c)	watch a TV program on the handicapped
	.04	d)	visit a hospital

COMMENT: This item is too easy. Distractors must be strengthened or item discarded.

26. You want to learn how to speak conversational German. D26-2

	.04	a)	talk to an expert
	.04	b)	join a club specializing in that interest
.37	.88	c)	take a course
	.00	d)	buy the necessary equipment and materials and start participating
	.04	e)	use the media (TV, books, etc.)

COMMENT: This item is too easy.

27. You are interested in hiking. D26-3

.00 a) talk to an expert

.31 b) join a club specializing in that interest

.00 c) take a course

.33 .69 d) buy the necessary equipment and materials and start participating

.00 e) use the media (TV, books, etc.)

COMMENT: This item appears acceptable as it stands. Distractors (a), (c) and (e) could be strengthened.

28. You would like to go sky-gliding. D26-4

.23 a) talk to an expert

.38 .54 b) join a club specializing in that interest

.08 c) take a course

.12 d) buy the necessary equipment and materials and start participating

.00 e) use the media (TV, books, etc.)

COMMENT: This item appears acceptable as it stands.

29. You have become interested in medicine and would now like to learn about the role of the family doctor, especially what happens during a typical day's work. D26-5

.35 .64 a) talk to an expert

.00 b) join a club specializing in that interest

.12 c) take a course

.00 d) buy the necessary equipment and materials and start participating

.12 e) use the media (TV, books, etc.)

COMMENT: This item appears acceptable as it stands. Distractors (b) and (d) should be strengthened.

There is some concern over the stem length of items one through six. It may be these items would be strengthened if the stem were longer. However, several of the items already appear too easy. One further comment would be that the items numbered 26, 27, 28, and 29 may cause some confusion among students who do not seem to understand the present format. Format changes should be considered.

Developmental Level 10-12

3: You: Who...Where...When...

GOAL: For the learner to understand his or her own roles and settings as they relate to each other and to the process of change.

Objective 1: The learner will describe his or her present life in terms of the personal roles he or she assumes.

OUTCOME: The learner will differentiate among various personal roles.

For the outcome criteria for Objective 1, Module 3, eight questions were constructed.

1. A role is D31-1

.50 .79 a) a part played or function assumed by a person
.00 b) always based on one's abilities
.03 c) the title one has at work
.00 d) something that never changes
.12 e) completely determined by the individual

COMMENT: This item appears acceptable as it stands.

2. In one's role as a citizen, which of the following activities would be involved? D31-2

.15 a) part-time job at a restaurant
.15 b) vocational training
.03 c) stampcollecting
.40 .36 d) member of the student senate
.24 e) mowing the lawn at home

COMMENT: This item appears to be somewhat difficult for the untrained students, but it shows a relatively

high point-biserial, and should be an acceptable item as it stands.

3. If John is completing a study guide for an American Civics course, which role is he primarily assuming? D31-3

	.30	a)	citizen
.13	.36	b)	worker
	.06	c)	family member
	.12	d)	leisurer
	.15	e)	leader

COMMENT: Item 3 has a poor point-biserial correlation and it appears that distractor (a) is far too strong. Either the stem should be changed so that the study guide is for another subject, or choice (a) should be changed to something other than citizen. This should strengthen this item.

4. If one volunteers to collect money for the Heart Fund, which role is he assuming? D31-4

	.55	a)	worker
	.03	b)	family member
	.06	c)	leisurer
.21	.27	d)	citizen
	.09	e)	leader

COMMENT: The distractor (a) has pulled a very large portion of the students, but the point-biserial is strong enough to be acceptable. At this point this item may be maintained as a difficult but proper item.

5. Which of the following roles is an individual not able to choose? D31-5

	.09	a) parent
.30	.79	b) brother
	.03	c) teacher
	.00	d) team member
	.09	e) leader

COMMENT: This item appears acceptable as it stands.

In the following three questions the first role has a similar relationship to the second as the third role has to the fourth. Choose the alternative that best completes the analogy.

6. Parent: child ; doctor:_____ D31-6

	.27	a) nurse
	.06	b) hospital
.38	.58	c) patient
	.06	d) professor
	.03	e) dentist

COMMENT: This item appears acceptable as it stands.

7. Father: family member ;_____: worker D31-7

	.33	a) citizen
	.12	b) leisurer
.23	.52	c) baker
	.03	d) son
	.00	e) father

COMMENT: This item appears acceptable as it stands.

8. Camper: leisurer ; blood donor:_____ D31-8

.09 a) leisurer
.15 b) worker
.03 c) family member
.39 .64 d) citizen
.09 e) nurse

COMMENT: This item appears acceptable as it stands.

The above three items have a different format than those preceeding. This format may create some difficulty for the students. It therefore should be evaluated and perhaps revised. The items, however, appear to be quite good.

Objective 2: The learner will describe his or her present life style in terms of the settings in which he or she functions.
OUTCOME: The learner can indicate the relationship between life style and various settings.

For the outcome criteria for Objective 2, Module 3, five items were constructed.

9. John knows almost everyone in his community and is very involved in the local Chamber of Commerce. His family is very important to him, and he can easily visit them since his parents, as well as his brother and sisters all live in the same community -- only 5 minutes from John's home. Where is John most likely living? D32-1

.03 a) Army base
.23 .76 b) a small town of 1500
.03 c) a large metropolitan area
.03 d) a farm in North Dakota
.15 e) a suburb of 80,000

COMMENT: This item appears acceptable as it stands.

10. Ed's life is very structured. His schedule is set for him. Each day he knows when he will get up in the morning, what time he will eat, what work activities he will be doing, and when he will go to bed. He spends most of his time with others and seldom is alone. Ed's setting is most likely a(n): D32-2

.15 a) college campus
.06 b) auto factory
.15 .67 c) Army barracks
.12 d) hospital
.00 e) church

COMMENT: This item has a low point-biserial and is therefore questionable. It may show better with students who have been exposed to material, and it can most likely be retained.

11. Judy finds her life to be very exciting and stimulating. After working in an office all day, she enjoys visiting museums, art exhibits, and theaters during her leisure time. In which setting would one most likely find Judy? D32-3

.38 .85 a) a large metropolitan area
.03 b) a small village
.06 c) a boarding school
.06 d) a college campus
.00 e) a prison

COMMENT: This item appears too easy as it stands. The distractors should be strengthened if possible, especially (b) and (e).

12. Which of the following settings allows one the most freedom in choosing a life style? D32-4

.03 a) prison
.00 b) hospital
.42 .82 c) apartment
.15 d) college residence hall
.00 e) nursing home

COMMENT: This item appears too easy as it stands. Distractors (a), (b), and (e) should be strengthened. If this is done, the item should be acceptable.

Choose the life style that is most likely to accompany the setting.

13. Farm -- D32-5

.04 .94 a) long hours of work, especially in the summer, but also opportunities to enjoy nature
.00 b) the work schedule is quite variable and you always seem to find someone near by to talk with during your free time
.00 c) you spend your free time in your garden, quite a change from your work
.00 d) traveling from town to town during the week, but able to be with family on weekends
.06 e) working outdoors in the summer, and being in contact with many young people from early morning to dusk

COMMENT: This item is definitely too easy. It must be revamped or discarded.

Objective 3: The learner will identify major events that are presently influencing his or her life.

OUTCOME: The learner will indicate the relationship between major

events and their influences on one's life.

For the outcome criteria for Objective 3, Module 3, four items were constructed.

14. You have a broken leg. D33-1

	.12	a)	Your grades in school drop severly.
	.00	b)	Your friends no longer visit you at home.
	.09	c)	It has no effect on your life.
.22	.79	d)	You miss the current athletic season.
	.00	e)	You are separated from your family for several months.

COMMENT: This item appears to be acceptable as it stands, however, distractors (b) and (e) could be strengthened.

15. A severe depression hits the country. D33-2

	.06	a)	Your wages increase.
	.06	b)	Several organizations recruit you to work for them.
.40	.79	c)	You are unable to obtain a job.
	.06	d)	Your family is able to be involved in more leisure activities.
	.03	e)	It has no effect on your life.

COMMENT: This item appears acceptable as it stands.

16. Which of the following is <u>not</u> true of retirement? D33-3

	.21	a)	One's personal roles change.
.05	.03	b)	It is highly probable that one has less income.
	.00	c)	One's time is usually more flexible.
	.09	d)	One has more time for leisure activities.
	.67	e)	It is not possible to be an active citizen involved in community affairs.

COMMENT: This item is extremely poor as it was keyed. Answer (e) appears to be the correct answer but should be rewritten to eliminate the double negative.

17. Which of the following is true of graduation from high school? D33-4

.00 a) Your personal roles do not change.

.09 b) Even though settings may change, your activities do not have to.

.09 c) All leisure activities of the past are still available.

.44 .82 d) New opportunities in education and work are available.

.00 e) There are really no major effects on your life.

COMMENT: This item appears too easy as it stands. Distractors (a) and (e) should be strengthened if the item is to be used.

Objective 4: The learner will describe the relationship between life development and various roles, settings, and events.

OUTCOME: The learner will recognize the relationship between roles, settings, and events and an individual's life development.

For the outcome criteria for Objective 4, Module 3, seven items were constructed.

The format of these items was somewhat different from those preceding, with the same five choices being available for each. For reporting of the results that follow, we have included the

five choices below each item so that the proportion right and the point-biserial may be reported in the conventional way. However, for the formatting as it existed, see Appendix B.

For each of the situations below, select the life style which best fits that situation.

18. John and Mary have just bought their first home. They are looking forward to entertaining their friends. D34-1

	.18	a)	middle adulthood
	.03	b)	adolescence
	.00	c)	childhood
.45	.79	d)	young adulthood
	.00	e)	late adulthood

COMMENT: This item appears acceptable as it stands.

19. Art and Maxine recently retired and have moved to Florida. D34-2

	.00	a)	middle adulthood
	.03	b)	adolescence
	.00	c)	childhood
	.00	d)	young adulthood
.55	.97	e)	late adulthood

COMMENT: This item appears too easy and should be revised or discarded.

20. Dale and his wife have 3 children in college and now feel their present home is too large for just the two of them. D34-3

.40	.76	a)	middle adulthood
	.00	b)	adolescence
	.00	c)	childhood
	.00	d)	young adulthood
	.24	e)	late adulthood

COMMENT: This item appears acceptable as it stands.

21. Frank was commissioned a second lieutenant in the Army. D34-4

.12	a)	middle adulthood
.09	b)	adolescence
.00	c)	childhood
.51 .70	d)	young adulthood
.09	e)	late adulthood

COMMENT: This item appears acceptable as it stands.

22. Kathy daydreams quite often about being a physician. She reads any book she can find about medicine in the school library. D34-5

.00	a)	middle adulthood
.51 .70	b)	adolescence
.18	c)	childhood
.09	d)	young adulthood
.03	e)	late adulthood

COMMENT: This item appears acceptable as it stands.

23. After working for a large corporation for 15 years, Al returns to his hometown to run his father's clothing business. D34-6

.55 .79	a)	middle adulthood
.00	b)	adolescence
.00	c)	childhood
.15	d)	young adulthood
.06	e)	late adulthood

COMMENT: This item appears acceptable as it stands.

24. Mary practices shooting free throws in the school gym even after the other team members have left.

.00 a) middle adulthood
.44 .73 b) adolescence
.21 c) childhood
.03 d) young adulthood
.03 e) late adulthood

COMMENT: This item appears acceptable as it stands.

Objective 5: The learner will describe his or her life development in terms of the changes which have occurred over time and as a result of life events.

OUTCOME: The learner will recognize how life events affect change over time.

For the outcome criteria for Objective 5, Module 3, four items were constructed.

25. Which of the following affects one's life development the most? D35-1

.15 a) purchase a new home
.48 .64 b) become the parent of twins
.00 c) take a trip to Hawaii
.00 d) become president of the Lion's Club
.21 e) receive a promotion at work

COMMENT: This item appears acceptable as it stands.

26. The birth of a first child D35-2

.00 a) doesn't affect one's life style
.06 b) saves money because of the federal tax exemption
.43 .91 c) adds a new role to the life of the parents

.00 d) doesn't affect leisure activities since the baby can't participate anyway

.00 e) has little impact on the parents' lives after the first few years

COMMENT: This item appears too easy in the present form. All distractors should be strengthened or the item discarded.

27. Interests increase D35-3

.41 .82 a) as you accumulate life experiences and physical maturity

.06 b) when you enter high school

.03 c) after one's retirement

.00 d) by taking an interest inventory

.09 e) as you have more money

COMMENT: This item appears easy. Distractors (c) and (d) should definitely be strengthened if it is to be retained.

28. The following changes have occurred over time in Mary Jo's life. Choose the order in which they most likely occurred. D35-4

1. enters school
2. learns to walk
3. promoted to office manager
4. became interested in boys
5. chose high school curriculum

.09 a) 2, 4, 1, 5, 3

.12 .85 b) 2, 1, 4, 5, 3

.00 c) 3, 2, 4, 1, 5

.03 d) 2, 1, 4, 3, 5

.03 e) 2, 4, 1, 3, 5

COMMENT: This item has a low point-biserial

and appears to be too easy. It should be reconstructed or discarded.

Objective 6: The learner will construct a proposed future life style integrating knowledge of personal roles, settings, and events.
OUTCOME: The learner will choose a future life style, given knowledge of personal roles, settings, and events.

For the outcome criteria for Objective 6, Module 3, three items were constructed.

29. John is a lawyer, in a large law firm and recently became a junior partner. His income allows him to budget rather large amounts for housing and recreation. He is married but has no children. Which of these is he <u>least</u> likely to do? D36-1

.09 a) frequently entertain his friends
.12 b) go on several trips each year
.03 c) spend many hours doing research in the law library
.09 d) buy a new home
.46 .67 e) get a part-time job on weekends

COMMENT: This item appears acceptable as it stands.

30. Lois is an office worker for an insurance company. She and her husband have six children, and can't pay their monthly bills. Which of these is most likely? D36-2

.23 .82 a) Lois and her husband have little money for leisure.
.12 b) Lois is willing to work overtime even though she doesn't get paid.

.00 c) Lois and her husband will vacation in Las Vegas.

.06 d) Lois will quit her job so she can spend more time with the children.

.00 e) Lois and her husband will buy a new home.

COMMENT: This item appears somewhat easy. Distractors (c) and (e) should be strengthened.

31. Judy is a recently graduated registered nurse who is looking for her first job. She is single, likes outdoor activities and doesn't want to be tied down to domestic activities. Which of these is <u>least</u> likely?

.03 a) Judy will rent an apartment.

.18 b) Judy has many settings to choose from for her work.

.18 c) Judy has many geographic locations to choose from for her work.

.31 .36 d) Judy's work day will mostly be concerned with working with data.

.15 e) Judy's leisure activities will be somewhat dictated by what shift she works.

COMMENT: This item appears somewhat difficult, but appears to be sound. It should be retained.

Eighteen of the thirty-one items developed for this Module appear to be acceptable as they presently are. Several more items can be made stronger with distractor changes, and a few will undoubtedly increase the point-biserial when they have been given to students who have studied the materials tested. It is estimated that twenty-two to twenty-five of these items can be made acceptable with very little additional work.

Developmental Level 10-12

4: You at Work: Who...Where...When...

GOAL: For the learner to understand the dynamics of work environments and relate himself or herself to a number of occupations.

Objective 1: The learner will identify some occupations, compatible with his or her personality, which could satisfy personal needs and values.

OUTCOME: The learner will match occupations with personal needs and values which that occupation could satisfy.

For the outcome criteria for Objective 1, Module 4, eight items were constructed.

1. If an individual places a high value on helping others and working around people, he might prefer to be a D41-1

	.00	a)	sculptor
	.03	b)	laboratory technician
.13	.94	c)	recreation worker
	.03	d)	biologist

COMMENT: This item appears too easy and the point-biserial is too low. The distractors should be changed or it should be discarded.

2. John has a desire to work in an occupation where he is quite independent in what he does. Which of the following occupations might he choose? D41-2

	.03	a)	social worker
.07	.87	b)	artist

.03 c) fire chief
.00 d) postal clerk
.06 e) factory foreman

COMMENT: This item appears to be to easy and the point-biserial is too low. Again, the distractors must be strengthened or the item discarded.

3. If someone places a high value on making money and also would like to help others, which occupation might he choose? D41-3

.16 a) detective
.00 b) newspaper editor
.18 .71 c) dentist
.00 d) IBM equipment repairperson
.13 e) college professor

COMMENT: The point-biserial is somewhat low on this item, apparently due to the pull of distractor (a) to the higher level students. This item may be strengthened if (a) is changed to read "police detective" and distractors (b) and (d) are strengthened.

Items 4, 5, and 6 are of a slightly different nature than those preceeding it and have special instructions. These instructions should most likely be expanded to state that "in items 4, 5, and 6 you are to choose the occupation that best meets the indicated need or value," rather than the one which was presented in the pilot study which lacked the item numbers.

4. Order -- D41-4

.26 a) drama coach
.30 .39 b) bank examiner
.06 c) artist

.19 d) detective
.10 e) author

COMMENT: This item appears acceptable as it stands.

5. Recognition -- D41-5
.03 a) accountant
.10 b) public relations worker
.54 .74 c) actor/actress
.00 d) teacher
.13 e) military officer

COMMENT: This item appears acceptable as it stands.

6. Intellectual stimulation -- D41-6
.03 a) bank teller
.39 .90 b) research scientist
.03 c) instrument assembler
.00 d) X-ray technician
.03 e) vender

COMMENT: This item appears to be too easy. The distractors should be strengthened or the item discarded.

7. Which of the following occupations requires the most education? D41-7
.10 a) dental assistant
.03 b) bookkeeper
.03 c) administrative secretary
.45 d) computer operator
.44 .39 e) accountant

COMMENT: This item appears to be acceptable as it stands, although it may be somewhat difficult.

8. Which of the following occupations requires an internship? D41-8

.00	a)	stockbroker
.22 .87	b)	physician
.10	c)	high school teacher
.03	d)	nurse
.00	e)	bricklayer

COMMENT: This item appears to be too easy. Distractors (a), (d), and (e) should be strengthened, or the item discarded.

Objective 2: The learner will list skill and training requirements for a number of occupations.

OUTCOME: The learner will identify skills and training requirements for a number of occupations.

For Objective 2, Module 4, **six** items were constructed for the outcome criteria.

9. Which of the following occupations requires the most education? D42-1

.29	a)	Medical Technologist
.00	b)	School Teacher
.25 .65	c)	Lawyer
.03	d)	Social Worker
.03	e)	Nurse

COMMENT: This item appears acceptable as it stands.

10. An examination must be passed in order to be licensed as a D42-2

.10	a)	Bookkeeper
.10	b)	Computer Programmer

.54 .52 c) Real Estate Broker
.26 d) School Teacher
.03 e) Farmer

COMMENT: This item appears acceptable as it stands.

11. A high level of skill in instructing and supervising others is required to be a D42-3

.13 a) conservation warden
.36 .58 b) High school basketball coach
.03 c) insurance agent
.00 d) pro football player
.26 e) engineer

COMMENT: This item appears acceptable as it stands.

12. Skill in working with your hands is required in the occupation of D42-4

.10 a) accountant
.03 b) bank teller
.03 c) grocer
.10 d) waiter/waitress
.16 .74 e) bricklayer

COMMENT: This item has a low point-biserial and is relatively easy. Distractors (b) and (c) could be strengthened, but the item might perform well with the group who had studied the material.

13. An apprenticeship is required to become a: D42-5

.16 a) doctor
.00 b) secretary
.03 c) counselor
.48 .58 d) plumber
.23 e) factory foreman

COMMENT: This item appears acceptable as it stands.

14. A computer programmer must have the skill of

.21
- .35 a) using analytical thinking and logic
- .03 b) instructing other employees in computer programming
- .61 c) handling and manipulating electronic equipment
- .00 d) leading and directing fellow workers
- .00 e) persuading others that his viewpoint is correct

COMMENT: The terms computer programmer and anyalytical thinking may be beyond the students taking this test. This is a difficult item that may be quite adequate when used with a group who has studied the materials.

Objective 3: The learner will describe the implications of job entry.

OUTCOME: The learner will be able to recognize the implications of job entry.

For the outcome criteria for Objective 3, Module 4, seven items were constructed.

15. A resume' is D43-1

- .06 a) a description of the duties and responsibilities of a position
- .13 b) a written evaluation of one's work performance by an immediate supervisor
- .03 c) an evaluation of the work setting by the workers

.70
- .74 d) a short account of one's career and qualifications.
- .03 e) a summary of the benefits the employer offers to employees.

COMMENT: This item appears acceptable as it stands.

16. Which of the following <u>is</u> <u>not</u> applicable to a resume'? D43-2

	.29	a)	The resume' is used to make a memorable impression on the employer.
	.00	b)	The resume' should include special qualifications.
	.06	c)	The resume' identifies key personal data (name, address, and phone).
	.06	d)	The resume' should include your educational background.
.31	.55	e)	The resume' should be general in nature, not prepared for a specific job.

COMMENT: This item appears acceptable as it stands.

17. A letter of application D43-3

	.16	a)	is not sent with a resume'
	.48	b)	should mention outstanding qualifications
	.06	c)	usually is quite lengthy when compared to a resume'
.08	.10	d)	is best if handwritten to establish a good relationship with employers
	.16	e)	should be sent only upon request by an employer

COMMENT: This item was keyed wrong in the scoring key and should have been keyed for answer (b) should mention outstanding qualifications, rather than answer (d). In either case, the point-biserial is extremely poor and it is recommended that this item be dropped.

18. Which of the following is <u>not</u> true of the job interview? D43-4

	.03	a)	Both interviewer and interviewee can ask questions to gain more information about the applicant and the job
	.03	b)	The applicant should be alert and perceptive to what the interviewer is asking.
-.03	.87	c)	Appearance of applicant is not important, only what he says.
	.03	d)	The job interview allows the employer to evaluate the skills of a job applicant.
	.03	e)	The job is usually the single most important factor in hiring.

COMMENT: This item is too easy and has a negative point-biserial. It should be completely rewritten or discarded.

19. John has always spent a great deal of time rebuilding engines on old cars, although he will do even more when he can afford to buy some special parts for the car he is presently remodeling. He now has two job offers and must decide between them. Which factors do you think John will consider in making his decision? D43-5

	.06	a)	the people he would work with, and his supervisors
.25	.32	b)	the salary and the amount of leisure time available
	.23	c)	the work setting and the salary
	.32	d)	the job responsibilities and the salary
	.06	e)	the amount of leisure time available and the work setting.

COMMENT: This item appears to be quite difficult, but sound. It should be retained as it is.

20. Mary is a very intelligent person who has excelled at her major in chemistry at college, and won a scholarship for the original research she did during her seniow year. When she completes her graduate education and seeks a job, Mary is most likely to consider D43-6

.33 .87 a) the amount of intellectual stimulation and potential achievement that the job offers.

.03 b) the salary since she must repay her college loans.

.06 c) the opportunity to work with others on the job

.03 d) the opportunity to supervise others at work.

.00 e) the amount of time spent helping others.

COMMENT: This item is too easy. The distractors should all be strengthened or the item discarded.

21. John started work in a factory as an assembly line worker. Which of the following is <u>least</u> important for John's success in his new job?

.00 a) knowing what work activities he is expected to do

.06 b) getting along with his fellow workers

.10 c) beginning work on time

.39 .71 d) knowing when and where he will get paid

.13 e) knowing the physical layout of the factory

COMMENT: This item appears acceptable as it stands.

Objective 4: The learner will describe the relationship between an individual's occupation and his or her life style.

OUTCOME: The learner will be able to choose the proper relationship between an individual's occupation and life style.

The following six questions were developed for Objectives 4, 5, and 6.

22. Harry's work involves contact with many people during the week and the opportunity to be actively involved in the small town in which he lives. Although he must work evenings with activities at his work setting or complete paperwork for his job, he does travel a great deal during his relatively lengthy vacation. Which occupation is Harry most likely in?

.10	a)	construction worker
.13	b)	psychologist
.45	c)	school teacher
.26	d)	salesperson
.06	e)	pro baseball player

.18

COMMENT: This item has a somewhat low point-biserial, but when given to a group who has studied the materials, should prove sound.

23. Mark's occupation is very prestigious and highly respected in the community. In addition, his salary is relatively high so that he and his family are able to live in a very large new home.

.06	a)	college professor
.06	b)	postmaster
.06	c)	realtor
.06	d)	bookkeeper
.74	e)	judge

.36

COMMENT: This item appears acceptable as it stands.

24. Frank's job allows him to manage others in a highly structured work setting. His work hours are quite variable at times, and his uniform makes him easily recog-

nizable by others. His duties require frequent relocations across the country with the organization with which he works. Frank's occupation is most likely

.06 a) police captain
.42 .74 b) military officer
.10 c) fire chief
.03 d) chief detective
.06 e) YMCA secretary

COMMENT: This item appears acceptable as it stands.

25. Ann likes her work because it allows her to set her own hours and place of work and allows her a great deal of independence in her work. Her occupation is most likely

.00 a) mail carrier
.00 b) business executive
.23 c) musician
.36 .71 d) author
.06 e) TV producer

COMMENT: This item appears acceptable as it stands.

For each occupation listed below, indicate which statement about the life style is most related to that occupation.

26. registered nurse--

.13 a) works Monday-Friday 8:00-5:00 P.M.
.00 b) can be employed only in large metropolitan areas
.06 c) starting salary is $20,000/year
.56 .74 d) frequently deals with emotional-information and tension-filled situations
.06 e) does not require continuing education

COMMENT: This item appears acceptable as it stands.

27. bank teller--

.06	a)	involves little contact with others
.03	b)	much time must be spent at home doing office work
.00	c)	pay allows one to spend a great deal on leisure activities
.35 .65	d)	works in a setting which is usually quite clean, and comfortable in appearance
.23	e)	works 9:00-3:00 Monday-Friday

COMMENT: This item appears acceptable as it stands.

Seventeen of the twenty-seven items constructed for Module 4 appear to be acceptable in their present form. Several of the other items which show low point-biserials would appear to be acceptable when given to groups who have covered the material in question. It is estimated that approximately twenty to twenty-three items can be obtained from this group with very little additional work.

Developmental Level 10-12

5: You and Your Plans

GOAL; For the learners to develop awareness of their potential for shaping their own future.

Objective 1: The learner will examine possible effects of change on future life careers roles.

OUTCOME: The learner can recognize how changes effects life career roles.

For the outcome criteria for Objective 1, Module 5, five items were constructed.

1. Career roles: D51-1

	.04	a)	remain constant through the years
.44	.81	b)	may be different because of changes the future brings.
	.00	c)	have not changed over the last 100 years.
	.15	d)	depend only on what the person wants to do.

COMMENT: This item is slightly easy and would be helped if distractor (c) could be strengthened, however, it can most likely stand as constructed.

2. John, a computer programmer knows: D51-2

	.00	a)	that once he has the basics he can stop studying.
	.04	b)	that computer science is as advanced as it will become.
.23	.96	c)	change and relearning are a part of his life.
	.00	d)	he will never be replaced by a machine.

COMMENT: This item is too easy. The distractors should be strengthened, or the item discarded.

3. Some people feel that a person should settle into a job and stay there 20 or 30 years. D51-3

.11 a) This is a very good idea.

.30 b) This idea makes life boring.

.09 .52 c) We can't count on doing this because many jobs won't be around that long.

.07 d) This is the best way to be successful.

COMMENT: This item has a very low point-biserial; however, it might be strengthened considerably when the students have studied the materials. The content of the answer should be studied carefully before this item is either accepted or rejected.

4. What effect has the energy shortage had on life career roles? D51-4

.07 a) No effect.

.37 b) It has destroyed many career roles.

.45 .56 c) It has created several new life career roles.

.00 d) It has in effect stopped change and frozen career role development.

COMMENT: This item appears acceptable as it stands.

5. Given the knowledge and testing procedures we have today, a person should be able to: D51-5

.00 a) plan life career roles that will remain constant throughout their life.

.36 .67 b) plan life career roles, but remain flexible

.04 c) forget about planning because changes are too rapid.

.30 d) take advantage of opportunities as they present themselves.

COMMENT: This item appears acceptable as it stands.

Objective 2: The learner will identify possible stability zones in future life career roles.

OUTCOME: The learner can locate stability zones in future life career roles.

For the outcome criteria for Objective 2, Module 5, five items were constructed.

6. During a major storm John suffered great personal tragedy. John's greatest help in adapting to these changes will be because: D52-1

.11 a) he has a lot of money

.67 b) he has become used to change

.13 .11 c) he has many close long time friends and jogs daily.

.11 d) he is a man who has a lot of energy.

COMMENT: This item has a poor point-biserial and a poor proportion right. It may be, however, that this item is concept related and will increase its validity greatly when tested with a group of students who have been exposed to the module material. It is therefore recommended that this item be retained as it stands.

7. Sue works on a commission and travels a great deal. She is helped to cope with constant change because: D52-2

.01 .15 a) she has close family ties.

.41 b) she is a free spirit.

.07 c) she is self centered.

.33 d) she has never known anything but change.

COMMENT: This item also appears to be concept and content related and should improve greatly when students have been exposed to the module material. Because of this, it is recommended that the item be maintained as it stands.

8. A stability zone is: D52-3

.04 a) a safe place to build a home.

.38 .70 b) facets of a person's life that do not change.

.22 c) rigid concepts a person holds.

.04 d) a self-concept that is dangerous to a person's well being.

COMMENT: This item appears to be acceptable as it stands.

9. Stability zones are:

.11 a) found only in family and leisure roles.

.39 .74 b) in most any aspect of a person's life.

.04 c) related only to work.

.04 d) primarily related to physical health.

COMMENT: This item appears to be acceptable as it stands.

10. Stability zones can be established by: D52-5

.07 a) keeping up with the times so we do not have to fight trends.

.07 b) making new friends and not living with the past.

.22 c) not allowing habit patterns to develop.

.52 .59 d) by keeping some familiar things and relationships constant.

COMMENT: This item appears to be acceptable as it stands.

Objective 3: The learner will define long-range and immediate goals.

OUTCOME: The learner can choose between long-range and immediate goals.

For the outcome criteria for Objective 3, Module 5, five items were constructed.

11. Goals are: D53-1

.00 a) things we have obtained and wish to keep.
.15 b) wishes we have for the future.
.60 .74 c) things we want and work for.
.11 d) important only if obtained.

COMMENT: This item appears to be acceptable as it stands.

12. Long-term goals are: D53-2

.07 a) goals that can be easily reached and then maintained.
.04 b) not too important because the present is the real concern.
.04 c) the only thing of lasting value.
.72 .81 d) goals that are worked at for extended periods of time.

COMMENT: This item appears to be somewhat easy. Distractors (a), (b), and (c) should be strengthened if it is to be retained.

13. Immediate goals are: D53-3

.36 .85 a) goals that can be reached quickly.
.04 b) not important because they don't last.
.07 c) the only ones worth considering.

.04 d) those goals we have already reached.

COMMENT: This item appears to be too easy and the distractors should be revised or the item discarded.

14. An immediate goal would be: D53-4

.51
.78 a) getting a good score on this test.
.11 b) becoming a doctor.
.07 c) the paper that was finished last night.
.04 d) the type of work a person does.

COMMENT: This item appears to be acceptable as it stands.

15. A long-range goal would be: D53-5

.04 a) getting a date for this weekend.
.79
.81 b) obtaining a high position in a large company.
.04 c) getting to New York.
.11 d) being high scorer in tonights basketball game.

COMMENT: This item appears to be somewhat easy. Distractors (a) and (c) should be strengthened. However, this item may be allowed to stand after review.

Objective 4: The learner understands attainable goals.

OUTCOME: The learner can distinguish between attainable and unattainable goals.

For the outcome criteria for Objective 4, Module 5, five items were constructed.

16. Jane is a good writer but poor at math; she is very creative but finds science a drag. Choose an attainable goal for Jane. D54-1

.04 a) Become a woman astronaut and write about it.
.07 b) Become a doctor.
.04 c) Take accounting and enter the banking business.
.72 .81 d) Study journalism and work for a magazine.

COMMENT: This item is somewhat easy. Distractors (a), (b), and (c) should be revised if this is to be retained.

17. Joe likes people very much. He is outgoing and popular. Choose a good attainable goal for Joe in his personal relationships. D54-2

.44 a) To be good friends with everyone.
.07 b) Choose only one or two close friends.
.42 .41 c) Have several close friends and be friendly with everyone else.
.07 d) Be friends only with those who seek him out.

COMMENT: This item appears acceptable as it stands.

18. A goal should be: D54-3

.07 a) a popular idea.
.70 b) a high ideal.
.07 c) something somebody tells you to do.
.14 .15 d) capable of being put into words.

COMMENT: This item has a poor proportion right and point-biserial. It is, however, a definition item and should be influenced greatly by a study of the material. It is therefore recommended that it be allowed to stand as is.

19. A goal should be: D54-4

.30 a) just beyond your strength or ability.
.25 .59 b) acceptable to your value system.

.04 c) abstract and high flown but not necessarily observable.

.04 d) considered apart from the effects on others and society.

COMMENT: This item appears to be acceptable as it stands.

20. A goal should be: D54-5

.21 .70 a) dependent on your self and your ability.

.15 b) constructed to have several options.

.04 c) what you ought to do not necessarily what you want to do.

.07 d) based on what others think you should and can do.

COMMENT: This item appears to be acceptable as it stands.

The following items (21-31) are on a different format than the above. This format appears to need a great deal more explanation than was found in the pilot test. It is recommended that instructions be worked out in detail for the last ten items.

Objective 5: The learner can identify personal strengths useful in overcoming obstacles to goal attainment.

OUTCOME: The learner can recognize what personal strengths are useful in overcoming obstacles to goal attainment.

For the outcome criteria for Objective 5, Module 5, six items were constructed.

Bill wants to become a great criminal lawyer. He has the following strengths going for him.

a) He can read fast.
b) He is very musical.
c) He is good at sports and keeps in good shape.
d) He is good at logic and math.
e) He is a hard worker.

While he is in college several obstacles have to be overcome. Indicate with the proper letter the strength which will best help him in each case.

21. His parents have no money. D55-1

.07 a) He can read fast.
.07 b) He is very musical.
.11 c) He is good at sports and keeps in good shape.
.07 d) He is good at logic and math.
.36 .67 e) He is a hard worker.

COMMENT: This item appears acceptable as it stands.

22. He finds he is behind in his work and even with speed reading is going to get little sleep. D55-2

.19 a) He can read fast.
.04 b) He is very musical.
.44 .33 c) He is good at sports and keeps in good shape.
.07 d) He is good at logic and math.
.33 e) He is a hard worker.

COMMENT: This item appears somewhat difficult, but also appears to be acceptable as it stands.

23. He has many cases to study. D55-3

.53 .52 a) He can read fast.
.00 b) He is very musical.
.04 c) He is good at sports and keeps in good shape.

.07 d) He is good at logic and math.
.37 e) He is a hard worker.

COMMENT: This item appears acceptable as it stands.

When a lawyer he still has obstacles to overcome. Using the following list:

a) He is a good speaker.
b) He can read fast.
c) He is good at sports and keeps in good shape.
d) He is good at logic and math.
e) He is a hard worker.

Pick a strength that will best help with each of the following obstacles.

24. He is opposing a very good lawyer and must develop an air tight case. D55-4

.30 a) He is a good speaker.
.00 b) He can read fast.
.00 c) He is good at sports and keeps in good shape.
.35 .44 d) He is good at logic and math.
.22 e) He is a hard worker.

COMMENT: This item appears acceptable as it stands.

25. He must convince a difficult jury. D55-5

.64 .74 a) He is a good speaker.
.11 b) He can read fast.
.00 c) He is good at sports and keeps in good shape.
.15 d) He is good at logic and math.
.00 e) He is a hard worker.

COMMENT: This item appears acceptable as it stands.

26. He finds that to keep up with changes in the law he must review many journals. D55-6

.11 a) He is a good speaker.
.59 .63 b) He can read fast.
.00 c) He is good at sports and keeps in good shape.
.04 d) He is good at logic and math.
.22 e) He is a hard worker.

COMMENT: This item appears acceptable as it stands.

Objective 6: The learner can use an established goal to formulate a plan of action.
OUTCOME: The learner can design a plan of action to reach a goal.

For the outcome criteria for Objective 6, Module 5, six items were constructed.

The following questions will all deal with Joan, (27-31). She is bright, healthy and wants to become an astronaut. In each situation you will choose the best way for her to reach this goal.

When Joan started to high school she had the possibility of accomplishing these things.

a) She could become a world champion figure skater.
b) She could excel in math and science.
c) She could develop her fine musical talents.
d) She could become a fine all around athlete.

27. Choose the single most important thing for her to accomplish. D56-1

.11 a) She could become a world champion figure skater.
.11 .74 b) She could excel in math and science.
.04 c) She could develop her fine musical talents.
.07 d) She could become a fine all around athlete.

COMMENT: This item has a poor point-biserial and should be thoroughly examined before it is accepted. Module materials may increase this item's validity somewhat, but it should be considered suspect.

28. Choose the next most important thing. D56-2

	.19	a)	She could become a world champion figure skater.
	.11	b)	She could excel in math and science.
	.15	c)	She could develop her fine musical talents.
.54	.48	d)	She could become a fine all around athlete.

COMMENT: This item appears acceptable as it stands.

29. Which of the following fields of study would be best for her to choose in college. D56-3

.51	.70	a)	Biology
	.00	b)	Law
	.11	c)	Music
	.04	d)	Journalism
	.11	e)	Education

COMMENT: This item appears acceptable as it stands.

30. Which outside college activity would be most helpful. D56-4

	.15	a)	campus politics
	.07	b)	cheerleader
.16	.56	c)	rock collecting and cave exploring
	.11	d)	skiing

COMMENT: This item has a poor point-biserial. The content validity of the distractors should be examined carefully before it is accepted or rejected.

31. After she graduated from college she should: D56-6

	.41	a)	Get the best job she can in her field
	.00	b)	Get married
.52	.30	c)	Work on a graduate degree.
	.11	d)	Enter the armed services.

COMMENT: This item appears acceptable as it stands. However, distractor (a) appears to be quite strong. Exposure to the module material should make this question look better.

There appear to be approximately twenty-two items in this test of the thirty-one constructed which are acceptable in their present condition. Twenty-five items should be rather easily obtainable for a module test.

APPENDIX A:

MODULE TESTS AS GIVEN IN THE PILOT STUDY OF GRADES 7-9

**please do not write in the test booklet

Career Education Module 1 7-9

For the following questions (#1 - 7), please choose the best definition.

1. Communication-
   a) a transfer of information
   b) talking to someone
   c) giving approval to
   d) to understand

2. Symbol-
   a) a play on words
   b) the humorous use of a word
   c) a representation of an idea
   d) a picture

3. Puns-
   a) the humorous use of a word
   b) a phrase that cannot be understood by simply understanding each word within the phrase
   c) rhyming words
   d) sign of approval

4. Idiom-
   a) the humorous use of a word
   b) an idea
   c) a strange habit
   d) a phrase that cannot be understood by simply understanding each word within the phrase

5. Understand-
   a) to be friendly
   b) to give approval
   c) to comprehend
   d) to listen

6. Accepting-
   a) to give approval
   b) to comprehend
   c) to listen to someone
   d) to ignore someone

7. Strengths-
   a) things that one does well
   b) scores on a test
   c) fears of the unknown
   d) compliments from others

For the following questions (#8-12), please choose the best meaning of the following symbols.

8.

a) male
b) female
c) road sign
d) peace sign

9. A report card is a symbol of
a) how much the teachers like the students
b) one's success in school
c) how hard a student studies
d) the authority of the school and its teachers

10.

a) halloween decoration
b) female
c) poison
d) swastika

11. H_2O

a) carbon dioxide
b) salt
c) air
d) water

12.

a) traffic light
b) hexagonal
c) geometric shape
d) stop sign

The following 4 choices are to be used for questions 13-20. Choose the best description of the situation or dialogue in each question.

a. sharing ideas

b. sharing feelings

c. accepting differences

d. clarifying ideas

13. John and Bill discuss why they think their basketball team lost the game.

14. Just before the test, Mary says to Sally, "I'm really afraid that I'm going to flunk this test."

15. John's hair was the longest it had ever been. He told his father he preferred his hair this long and that he would keep it clean. His father said that although he liked his own hair short, he respected John's wishes. The father's response was an example of:

16. After Jane did poorly on a test she met with her teacher to discuss the test. Jane said that she was very upset and confused and just wanted to give up. The teacher responded, "It sounds like you're really disappointed about your grade." This conversation is an example of:

17. After Billy and his mom had stopped screaming at each other, his mother told Billy, "You really made me feel like you don't appreciate me and that makes me feel very badly." The mother's response was an example of:

18. The class laughed at the new classmate when he couldn't answer a simple question in math. The teacher explained that it was very cruel to laugh at their classmates because each student had both strengths and weaknesses in different subjects. The teacher's response is an example of:

19. The class was planning the end of the year party. The decorations committee asked the teacher if they could hang decorations from the ceiling and when he responded yes they busily discussed what types of decorations they wished to buy. The discussion above is an example of:

20. A student tells the school counselor that the classes in the new school are very hard, he hasn't met any friends and that he's really miserable. The counselor says, "It sounds like you're having a hard time adjusting to this new situation". This dialogue is an example of:

For the following statements (#21-24), choose the emotion or feeling that represents the body movement or facial expression given.

21. When I shrug my shoulders, I usually express feelings of
    a) confusion
    b) just not caring
    c) happiness
    d) tiredness

22. When I stomp my foot and frown, I usually express feelings of
    a) sadness
    b) frustration
    c) anxiousness
    d) amusement

23. When I stand with my mouth wide open and eyebrows raised, I usually express feelings of
    a) shame
    b) confusion
    c) frustration
    d) shock

24. When I have my arms crossed, tapping my feet, I usually express feelings of
    a) sentimentality
    b) impatience
    c) happiness
    d) sadness

The following 3 choices are to be used for questions 26-29. Indicate a if the phrase below is a pun, b if the phrase below is an idiom, and c if the phrase is neither a pun nor an idiom.

a. pun

b. idiom

c. neither

25. You got to be kidding!

26. Kill two birds with one stone.

27. Want a Hawaiian Punch?

28. She laughed her head off.

29. I can't go because I have a pressing engagement at the cleaners.

Joe flunked his biology test for which he had studied very hard. For the following questions, choose a if you think the statement will make Joe feel good or b if you think the statement will make Joe feel bad.

a. feel good

b. feel bad

30. His parents told him that if he would stop watching so much T.V. he'd do better.

31. A classmate told him to cheer up and he'd help him study for the next test.

32. His teacher told him that she believed he knew the work and would go over the test with him to see why he had trouble with it.

33. His girlfriend told him that if he couldn't get better grades she didn't want to go out with him anymore.

**please do not write in the test booklet

Career Education Module 2 7-9

1. Mary enjoys talking to people and is a member of the school's debating club. She writes a column in the school newspaper answering questions sent into the newspaper. With these interests Mary would probably enjoy the work of a(n):
   a) Airline stewardess
   b) Poet
   c) Deep sea diver
   d) Embroiderer

2. Tom is a creative, talented, young artist who usually wears paint speckled blue jeans. He enjoys looking at the latest women's and men's fashions in magazines. Which of the following occupations would be most appealing to Tom?
   a) House painter
   b) Author
   c) Fashion designer
   d) Architect

3. Cheryl was known to be a tomboy and always took dares from other people. She loved doing exciting and dangerous things. Which of the following occupations would be most appealing to Cheryl?
   a) Power station operator
   b) Lieutenant in the Army
   c) U.N. Official
   d) Racing car driver

4. David is considered an excellent saxaphone, guitar, and piano player. However, hs is unsure whether he would enjoy being a professional musician. What can he do to find out whether he would really enjoy becoming a musician?
   a) Go to a lot of rock concerts.
   b) Play the guitar at a party and see how good the other people think he is.
   c) Read books about famous musicians.
   d) Join the jazz ensemble at school.

5. A student interested in becoming a recreation director would probably be happiest working at a summer job in a
   a) sporting good store
   b) scout camp
   c) zoo
   d) amusement park

6. Susan thinks she would like to be a nurse and work with children. Which part time job would be most helpful to Susan in making this decision?
   a) Working at an amusement park.
   b) Babysitting
   c) Working in the hospital's lunch room for children.
   d) Working for a family doctor.

7. Frank enjoys designing and flying model airplanes. Frank's interest is most related to which of the following occupations?
   a) Contracting
   b) Computer programming
   c) Mechanical engineering
   d) Hobby shop manager

8. Kathy would like to be an airline pilot, but due to financial difficulties, will not be able to afford the training. Under the circumstances, she could consider:
   a) changing her career plans and become a secretary
   b) taking private flying lessons
   c) going to a technical school for aviation mechanics
   d) applying for pilot training in the air force

9. Dick wants to be an auto mechanic. He can prepare by taking courses in auto mechanics at an area vocational-technical school. Another good way for him to prepare is to:
   a) go to many car races
   b) read about racing-car drivers
   c) get experience working on cars belonging to his family and friends
   d) build model cars

10. Steven has always wanted to be an artist, but during high school he took most of his courses in science and math. Now that he has graduated from high school, he cannot find a job as an artist and is very unhappy. Which of the following most probably prevented Steven from obtaining the job he wanted?
   a) He didn't study hard enough.
   b) He didn't identify a career goal.
   c) He didn't relate his course work to his career goals.
   d) He didn't know the right people.

11. Nancy is a very friendly, outgoing person. Her friends find it quite easy to talk to her about their personal problems. Nancy has had part-time jobs working in a day care center for children, as well as an old age home. Her interests and abilities are most related to which of the following occupations?
    a) Sales work
    b) Telephone operator
    c) Social work
    d) Post office clerk

12. Frank has had part-time jobs as a busboy, bellhop, and desk clerk and enjoys working with people. He is now looking for a full time job. Which of the following jobs is similar to his summer jobs?
    a) Restaurant manager
    b) Waiter
    c) Hotel manager
    d) Physical therapist

13. Betty would like to be a dental assistant, but is lacking a high school diploma which is a prerequisite for admission into a training program required for the job. Which of the following actions should Betty take?
    a) Apply for a dental assistant't job
    b) Enroll in night school in order to get a high school diploma
    c) Work for a dental supply house
    d) Change career goals

14. Bruce enjoys traveling and being outdoors. He also enjoys writing and photography. Bruce would probably be LEAST happy as:
    a) A private cab driver in a large city
    b) An archeologist who collects artifacts around the world
    c) A newspaper reporter in New York City
    d) A private investigator for an insurance firm

15. John, a ninth grader, thinks he wants to become a carpenter. John should take his first course in carpentry
    a) during the tenth grade
    b) during the twelfth grade
    c) while at an area vocation-technical school
    d) while in the military

16. Max and Irna are tenth grade students who are trying to decide whether to become doctors. Which of the following things should they do first to help them make a decision?
    a) Visit a hospital emergency room
    b) Plan to enroll in biology and chemistry courses
    c) Look at a practice test for medical school admissions
    d) Conduct experiments with a chemistry set

(17-19) Sharon is an eighth-grade student. She is at the top of the class in all her subjects and her parents and teachers are encouraging her to go to college. She is still undecided about going to college and wants to become a legal secretary.

17. Sharon is trying to decide whether to take a college preparatory program or a vocational program in high school. Which of the following do you think would be the best thing for Sharon?
    a) She should enroll in a college preparatory program and forget about working in an office.
    b) She should enroll in a vocational program and forget about college.
    c) She should enroll in courses that would allow her to go to college and to become an office worker.
    d) She should enroll in a college preparatory program and take vocational courses when she graduates from high school.

18. Sharon could see if she really enjoyed office work by:
    a) reading books about secretarial careers
    b) visiting an office for a day and watch what the secretaries do
    c) volunteering to work in the attendance office at school during her study break
    d) all of the above

19. When Sharon is in the 12th grade she is still undecided about whether to become a lawyer or a legal secretary. She is concerned about whether she could afford to go to college. Which of the following should be suggested to Sharon?
    a) Forget about college
    b) Apply for financial aid and scholarships
    c) Look for the cheapest college around
    d) Work hard and save her money

20. A person who was interested in nature and liked being outdoors would most enjoy:
    a) watching a television special on "The Great Outdoors"
    b) playing tennis
    c) back packing
    d) listening to music

21. A person interested in classical music would most enjoy:
    a) going to a rock concert
    b) going to a ballet
    c) listening to popular radio stations
    d) reading a book about famous composers

22. A person interested in ancient history would most enjoy:
    a) visiting all the capital cities in the world
    b) going on an archeological expedition
    c) going on a safari
    d) collecting foreign stamps

23. A person interested in flying and doing exciting things would most enjoy:
    a) riding a roller coaster at an amusement park
    b) mountain climbing
    c) skiing
    d) learning to parachute

24. A person interested in interpretative dancing would most enjoy:
    a) going to a wedding
    b) taking a modern dance class
    c) going to a discoteque
    d) going to a ballet

25. A person interested in many sports would likely enjoy:
    a) studying English, teaching gymnastics and jogging
    b) studying physical education, teaching gymnastics, and jogging
    c) studying science, being a doctor, and reading
    d) studying wildlife, being a forest ranger and skiing

26. A person interested in history would likely enjoy:
    a) studying geography, working in a school, and collecting rocks
    b) studying ancient man, being a counselor, and collecting art
    c) studying world history, working in a museum, and collecting stamps
    d) studying social studies, being a teacher, and collecting coins

27. A person interested in foreign languages would likely enjoy:
    a) studying French, working in a museum, and collecting stamps
    b) studying abroad, working as an interpreter for the United Nations, and traveling
    c) studying history, working in a college and traveling
    d) studying speech correction, working in a school, and singing

28. A person interested in playing the violin would likely enjoy:
    a) studying music, being a composer, and going to concerts
    b) studying art, being a designer, and traveling
    c) studying music, working as a stereo salesman, and reading
    d) studying dramatics, playing in a band, and going to the theatre

29. A person who keeps fish tanks at home would likely enjoy:
    a) studying agriculture, raising cattle, and hunting
    b) studying science, being a biologist and raising unusual plants
    c) studying geography, making maps and going on canoe trips
    d) studying biology, being a wildlife specialist, and scuba diving

30. A person interested in flight would likely enjoy:
    a) studying weather, becoming a forecaster and flying hot-air balloons
    b) studying engineering, being an air traffic controller, and building model airplanes
    c) studying engineering, being an aviator, and sky diving
    d) studying science, researching the atmosphere for a government agency and cliff diving

**please do not write in the test booklet

Career Education Module 3 7-9

For each of the following (#1-7), choose the best definition.

1. Role-
   a) doing what you enjoy doing the most
   b) doing what other people want you to do
   c) doing something you have to do but would rather not do
   d) a task assigned or assumed by a person

2. Sex-role stereotyping-
   a) the expected role when members of both sexes are talking together
   b) ideas based primarily on the sex of the individual
   c) the physical differences between sexes
   d) the differences and similarities between a person's sex and the social role they prefer

3. Occupation-
   a) the type of work one does in order to support oneself
   b) the place where one works
   c) the type of work that one does best
   d) the type of work one enjoys doing the best

4. Classification System-
   a) a method of dividing groups by chance
   b) a method of computer coding
   c) ordering or grouping something in a certain way
   d) a method of changing classes from one period to the next

5. Personality Trait-
   a) a psychological characteristic which helps to distinguish one person from another
   b) a physical characteristic which helps tell one person from another
   c) a way a person gets along with his/her friends
   d) the scores on a personality test

6. Curriculum-
   a) the information that one is expected to know upon graduation
   b) the schedule of classes that each student makes up
   c) the courses that teachers decide to teach
   d) the set of courses offered by an educational institution

7. Key Person-
   a) a person who has a very high position
   b) a very close friend
   c) a person who exerts a strong influence on another
   d) a person who has the master key to all the rooms in a building

8. A person with very steady hands and who is extremely intelligent has some of the basic aptitude potentials to become a(n):
   a) masseur/masseuse
   b) barber/beautician
   c) file clerk
   d) brain surgeon

9. A person with impaired hearing and impaired sight would find it most difficult to work as a:
   a) musician
   b) test pilot
   c) barber/hairdresser
   d) photographer

10. A person's very fine hearing would most help his possibilities for becoming a:
   a) referee (sporting events)
   b) radio operator
   c) professional musician
   d) blaster (dynamiter)

11. An occupation in which you would do the same thing over and over again would be:
   a) electronic-claculator assembler
   b) automobile mechanic
   c) mortician
   d) crane operator

12. The greatest amount of pressure and tension would be found in the work of a(n):
   a) test pilot
   b) air traffic controller
   c) narcotics inspector
   d) counter-intelligence agent (C.I.A. or F.B.I.)

13. An opportunity for a lot of creativity would be possible in the work of a(n):
   a) botanist
   b) book censor
   c) architect
   d) traveling salesman

14. Being outdoors in all types of weather would most likely be found in the work of a(n):
    a) construction worker
    b) geologist
    c) electrician
    d) mailman

15. A very shy, nervous person who likes to spend a lot of time by him/her self would not likely choose to become a(n):
    a) cemetery grave digger
    b) artist
    c) librarian
    d) night watchman

16. An outgoing, friendly person would be a likely candidate to become a:
    a) deep sea diver
    b) driving instructor
    c) racing car driver
    d) mountain climber

17. A person afraid of heights would not be a likely candidate to become a:
    a) firefighter
    b) bookkeeper
    c) elevator operator
    d) locksmith

18. A person who is bothered by loud noise would not be a likely candidate to become a(n):
    a) school bus driver
    b) librarian
    c) construction worker
    d) school teacher

19. An occupation that reguires one being away from home for long perdios of time would be:
    a) commercial pilot
    b) traveling salesman
    c) interstate truck driver
    d) private investigator

20. Frequent breaks due to the intense heat would be necessary in the work of a:
    a) baker
    b) construction worker
    c) chemist
    d) locomotive engineer

21. Which of the following occupations is affected the most by the age of the person?
    a) teachers
    b) professional athletes
    c) police
    d) mailmen

22. The factor in a classroom that would encourage learning the most would be:
    a) a crowded classroom
    b) dark plain walls
    c) having all your friends in the room
    d) interesting bulletin boards around the room

23. For a person working outdoors, the factor that would <u>not</u> play an important role is:
    a) temperature
    b) amount of sunlight
    c) amount of work space
    d) time of year

24. For a person working in a sky scraper, the factor that would <u>not</u> be important is:
    a) fresh supply of air
    b) dependability of elevators
    c) amount of rain
    d) lighting

25. Winning a lottery of $25,000/year for the rest of one's life would most likely:
    a) increase one's civil responsibilities
    b) decrease amount of leisure time
    c) decrease one's social activities
    d) decrease the amount one worked

26. Having to be in a wheelchair after a bad accident would <u>least</u> effect the work of a(n):
    a) firefighter
    b) wildlife specialist
    c) banker
    d) automobile mechanic

For each question, choose the role (a-e) which best describes the situations in the question below. (#27-36)

a. cultural role
b. civic role
c. leisure role
d. social role
e. family role

27. A mother plans a surprise birthday party for her daughter.

28. A lawyer offers free legal advice for high school students.

29. The school art department decided to hold an art exhibition.

30. A businessman helps plan an office Christmas party.

31. A busy doctor takes Friday off and goes fishing with his son.

32. The school band offers an outdoor concert.

33. The orchestra conductor paints murals on the weekends.

34. The principal organizes a luncheon for the new teachers.

35. A student volunteers to help tutor his peers.

36. A student takes tennis lessons from a professional tennis player.

37. The most probable level of job available for the student who drops out of high school is:
    a) unskilled
    b) semiskilled
    c) skilled
    d) semiprofessional and small business

38. A student without a high school diploma might be admitted to any of the following programs except:
    a) trade school
    b) apprenticeship
    c) on the job training
    d) junior college

39. After serving an apprenticeship in a trade one could expect to get a(n):
    a) unskilled job
    b) semiskilled job
    c) skilled job
    d) semiprofessional and small business

40. A factor that would probably lower the work output of a worker in a chemical processing plant would be:
    a) getting paid by how much you produce
    b) daily weather and temperature
    c) toxic fumes escaping
    d) poor lighting in the offices

41. All of the following information is provided in the Dictionary of Occupational Titles EXCEPT:
    a) job descriptions
    b) the availability of jobs
    c) occupational categories
    d) job entry requirements

--please do not write in the test booklet

Career Education Module 4 7-9

For each of the following (#1-4), choose the best definition.

1. Role-
   a) doing something you have to do but would rather not to
   b) the time and place within which an event occurs
   c) the usual behavior of a person in a given situation
   d) doing what other people want you to do

2. Setting-
   a) the particular location where an activity takes place
   b) the environment in which you work
   c) the part of a ring which holds a precious stone
   d) the placing of a fragile object into a secure location

3. Interdependence-
   a) when one person is totally helpless without the help of another
   b) the result of a successful revolution
   c) able to do things by oneself without anyone's help
   d) a mutual dependence

4. Data-
   a) evaluation of a problem
   b) accumulation of opinions
   c) gathering of information
   d) assumptions confirmed or denied by use of a computer

5. A role conflict may occur:
   a) when a person occupies only a single position, but one for which there are different expectations
   b) when a person has a role in which the role-conception and role-expectation are different
   c) when a person occupies two or more positions simultaneously
   d) a and c
   e) all of the above

6. Changing one's major after two years in college would probably:
   a) not affect one's expected graduation date
   b) push graduation back
   c) not be worth it because of all the work already done
   d) not be possible because once a major is declared it must be finished

7. The effects of continuing one's education and obtaining additional degrees will:
   a) always mean a higher earning capacity
   b) enable a person to get the job they want
   c) almost entirely dependent on the particular field one is in
   d) be minimal due to the rising costs of education

8. A neat, well dressed, well groomed appearance at an interview will usually:
   a) aid one's chances of getting a job
   b) have no bearing on one's chances for the job
   c) depend entirely on the type of position it is
   d) have a negative effect because the interviewer will think there is something the interviewee is trying to hide

9. Getting drafted in the armed forces would probably:
   a) ruin one's chances of getting a good job
   b) make it impossible for one to continue their education
   c) force a person to reexamine one's values
   d) have little effect on one's personal life since its only for two years

10. Severe weather conditions extended over a long period of time in which people were trapped in your house would probably:
   a) be very relaxing because of all the time off from work
   b) drive people insane
   c) cause much anxiety and despair due to a feeling of helplessness
   d) have little psychological effect on people

11. Which of the following best reflects a life style?
   a) How neat you keep your room at home.
   b) You help your dad wash the car once a week.
   c) You wash the dishes twice a week.
   d) You earn spending money by mowing lawns.

12. Which of the following is an example of interdependence?
   a) Moss growing on a tree.
   b) A mother and a new born baby.
   c) Members of a car pool.
   d) A car manufacturer and the rubber industry.

13. It could be implied by a small, clean, neatly ordered country store that its owners:
    a) have to keep busy by cleaning up the store
    b) generally lead orderly lives
    c) are very nice, friendly people
    d) have hired sufficient help

14. All of the following could influence a person's lifestyle EXCEPT:
    a) getting a big salary cut
    b) changing from morning to evening shift
    c) moving to a new location
    d) changing from a late to an early lunch

15. Mr. Jones works in an extremely high pressure executive position and as a result often yells and screams at his wife and children once at home. One way Mr. Jones could improve the way he treats his family is to:
    a) have a martini before he comes home
    b) move to the suburbs where it is quieter
    c) change jobs
    d) take a shower as soon as he comes home

16. An alcoholic who stops drinking will be able to:
    a) be a more dependable worker
    b) better deal with his family problems
    c) be a safer driver
    d) all of the above

17. A person who is seriously injured in a car accident will probably:
    a) continue to drive the same
    b) never drive again
    c) be more alert when driving in the future
    d) enroll in a driver's safety class

18. After a couple gets married, one thing they might consider doing that they wouldn't consider before they got married is to:
    a) buy a new car
    b) go on vacation
    c) buy a home
    d) try to find a better job

19. All of the following are examples of interdependence <u>except</u>:
    a) employer and employee
    b) a mother and a newborn infant
    c) school teacher and student
    d) doctor and patient

20. Which of the following is <u>not</u> an example of a role conflict?
    a) Your family is having a surprise birthday party for your grandmother on Friday night and your school is having a formal dance that night for which you already have a date
    b) There are two really good movies showing in town and you can't decide which one to go to.
    c) You're in two different school organizations which are both meeting at the same time after school
    d) You're on a basketball team and have a game the night before you have two tests which you haven't studied for yet

The following choices are to be used for questions 21-29. Please pick the choice which best describes the underlined part of the sentence with the question number below it.

a. role
b. setting
c. event
d. data

Marsh goes to <u>cheerleading</u>[21] practice at <u>4:00 each afternoon</u>[22] <u>in the school gymnasium</u>[23]. Thursday is the <u>first home game</u>[24] and the home team <u>wins 95-83</u>[25]. After the game, Marsha goes back <u>home</u>[26] where her family is planning a surprise <u>birthday party</u>[27] for Marsha, their youngest <u>daughter</u>[28], who is <u>16 years old</u>[29].

**please do not write in the test booklet

Career Education Module 5 7-9

For each of the following questions (#1-10), please choose one of the 5 chioces (a-e) which best describes the situations in each question.

a. sociological
b. technological
c. biological
d. political
e. ecological

1. A new vaccine for the flu is developed.

2. A constitutional amendment is voted down.

3. A new computer system is used in the school for several new courses.

4. A satellite explodes in the atmosphere spreading harmful radiation.

5. The average American family moves once every five years.

6. Stricter emission control standards are forced on car manufacturers.

7. The severe cold and snow causes many wild animals to die.

8. Nuclear energy plants are built to supply needed energy in the mid-west.

9. A new peace agreement in the Middle East is being worked out.

10. New government program helps rebuild poorer sections of town.

Choose the best definition for each of the following:

11. lifespan-
    a) includes everything that a person does from birth to death
    b) the process of growing up
    c) how far away one person is from another person
    d) how old a person is when he/she dies

12. role-
    a) the behavior that is usually expected of a person by others
    b) the type of behavior a person enjoys doing least
    c) the type of behavior a person enjoys doing most
    d) the usual behavior of a person in a given situation

13. Worker-
    a) a person who has a supervisor but doesn't supervise anyone
    b) the lowest position in an occupation
    c) one who works especially at manual or industrial labor
    d) a person who performs tasks other's don't like to do

14. Family member-
    a) a person living under the same roof with other people
    b) a person living with people he/she is related to
    c) one of a group of persons living together under the same roof and usually under one head
    d) anyone who claims the same family unit

15. Citizen-
    a) a person who lives in a country
    b) a person who is born in a country
    c) a person who has been in a country for at least three years
    d) a person who has the rights of and responsibility to a country

16. Probable future-
    a) some event which one would very much want to happen
    b) some event in the future that one dreamt about
    c) a predicted course of events based on present circumstances
    d) a gut feeling one has about the future

17. Leisure participant-
    a) a person who doesn't have to work for a living
    b) a person who participates in any activity leisurely
    c) a person with an occupation dealing with leisure time pursuits
    d) a person taking part in an activity for personal enjoyment and relaxation

18. In the future, leisure time will probably change in that:
    a) people will have little time for leisure activities
    b) there will be no room for leisure time facilities due to over-population
    c) there will be a great increase in leisure time facilities and people will spend more time participating in leisure activities
    d) there will not be any noticeable changes in the future

19. In the future, citizen involvement will become:
    a) less important because the government will have more control
    b) a law with each citizen having assigned roles
    c) increasingly more important in solving many of our social problems
    d) limited to small neighborhood groups

20. In the future, family life will:
    a) no longer exist
    b) be pretty similar to the way it is now
    c) be changed to group and communal living
    d) go back to the concept of the extended family

21. In order to work for the federal government as a civil servant, one must:
    a) graduate from a college
    b) have a high school diploma
    c) be over 21 years of age
    d) attend a trade school

22. In order to get married, one must:
    a) take a reading test to get a marriage license
    b) be 18 years of age
    c) have a blood test
    d) have parental consent

23. If the world's population continues to increase at its present rate, in thirty years the world's population will double. This will probably cause:
    a) the development of synthetic food forms
    b) very little noticeable change
    c) a third world war
    d) a law forbidding everyone to have children

24. If the current energy shortage continues, it is likely that in 100 years from now:
    a) the world will end
    b) cars will no longer run on gasoline
    c) everyone will fly around in mini space shuttles
    d) things will be the same because there really isn't any energy shortage

25. With the continuously rising inflation, in the year 2000 the American dollar will be:
    a) non-existant
    b) worth nothing at all
    c) will be worth the same as it is presently
    d) will be worth a lot less than it is today

26. In the year 2,000 space travel will possibly be advanced to the point that:
    a) people will take weekend vacations to the moon
    b) we will come in contact with many civilazations in outer space
    c) people will live in space for extended periods
    d) other planets in the universe will provide most of our resources

27. In the future, work will probably change so that:
    a) people will have to work more hours due to increased price of living
    b) people will work less hours and have more leisure time
    c) people will not have to work if they so desire
    d) people will begin working at younger ages than they do now

28. A family group that includes father, mother, and child or children is known as a :
    a) blended family
    b) extended family
    c) nuclear family
    d) communal family

29. A social group that includes people who share living facilities and/or sources of livelihood is a:
    a) pair bond
    b) communal family
    c) childless couple
    d) blended family

30. A group that includes two ore more nuclear families, living together in the same household or parts of nuclear families, and may also include grandparents, aunts, uncles, cousins, etc. is a(n):
    a) communal family
    b) pair bond
    c) blended family
    d) extended family

31. An arrangement that includes pairs of unmarried people who share living facilities is referred to as a:
    a) single people
    b) pair bond
    c) communal family
    d) blended family

APPENDIX B:

MODULE TESTS AS GIVEN IN THE PILOT STUDY OF GRADES 10-12

** please do not write in this test booklet

Career Education Module 1 10-12

D11-1 1. Good communication means:
a) People know how to talk easily.
b) People do not have to talk because they know what each other is thinking.
c) A person understands and knows she or is is understood.
d) You can say whatever you think or feel.

D11-2 2. Ron's answer on a test was counted wrong when he interpreted the question differently than his teacher had intended. If there is good communication between Ron and his teacher we should expect that:
a) Ron will not mention this so he doesn't risk upsetting a good thing.
b) Ron knows that the teacher will openly listen to what happened and let him know why the grade should or should not be changed.
c) The teacher will tell Ron he will not listen because he will not change grades.
d) Ron will threaten the teacher to try and get the grade changed.

D11-3 3. Sue wants the family car for a school dance. Her parents had special plans and needed the car the same evening. If good communications exist we should expect:
a) They will talk it through until everyone gets what they want.
b) The parents will take the car no matter what Sue's plans.
c) The parents will really understand Sue's side and let her use the car.
d) They will talk it through and come to a mutual agreement.

D11-4 4. Joe has been late for work the last three days and his boss is upset with him. If they have good communication we should expect:
a) That the boss will ignore the situation and hope it goes away.
b) The boss will confront Joe with the situation and discuss the problem.
c) The boss will dock Joe's pay and encourage Joe so it will not happen again.
d) The boss will lecture Joe on responsibility and warn him not to be late again.

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D11-5 5. Mary and Jill are both trying out for a much desired position. If they have good communication, we can expect:
a) They will share their feeling of joy or loss with each other.
b) Each will be happy, win or lose.
c) They will try to get the better of each other in front of friends.
d) They will find they cannot share their feelings with each other.

D12-1 6. Jim is a member of a church where he can vote on church matters. Given the relationship between rights and responsibilities this means that:
a) Jim can vote if and when he wants.
b) Jim can expect to be ignored by the group that runs things.
c) Jim is supposed to vote.
d) Voting privelege does not matter anyway.

D12-2 7. June just got her driver's license. The state has granted her the right to drive. Her responsibilities are:
a) Not to break the law unless she has a personal emergency.
b) To take the pressure off her mother by driving for her brothers and sisters.
c) To get herself to school so the school bus does not have to pick her up.
d) To obey the laws and drive safely.

D12-3 8. You have the right to a high school education. What is your responsibility.
a) There is none.
b) To learn respect for authority.
c) To attend class regularly.
d) To learn enough to be a responsible citizen.

D12-4 9. Freedom of speech is your right. This means you can legally:
a) Say anything you want any place you want to.
b) Try to persuade a crowd to take the law into their own hands.
c) Express any beliefs no matter how unpopular.
d) Say only those things which are acceptable to others.

D13-1 10. Mary tried to express an idea in a class meeting but was "put down" by her classmates. She would most likely feel:
a) angry
b) indifferent
c) elated
d) friendly

D13-2 11. James was told he could not join a club because he was of the wrong ethnic group. Half of the club members said they would quit if he could not join. What were James' feelings concerning the members that supported him.

a) puzzled
b) pleased
c) anxious
d) upset or sad

D13-3 12. How did James feel concerning those who did not want him?

a) bitter
b) happy
c) burdened
d) bashful

D13-4 13. Michelle and Leah were close friends but when Michelle told Leah a special secret, Leah told the whole club. Michelle felt:

a) betrayed
b) frightened
c) grumpy
d) excited

D13-5 14. Tom was late for work. As he walked through the door the foreman fired him. The boss, however, said he could not be fired until he had had a chance to explain his tardiness. Tom's feelings in this situation were most likely:

a) Relief that he was not fired but concern about what the outcome would be.
b) Lonely when he was fired and angry that the boss had not trusted him.
c) Friendly toward the foreman and thankful that he had an ally.
d) Hurt that he was late and apprehensive about being around the boss.

D14-1 15. Honesty means:

a) Protecting people from facts and information that might bother them.
b) Telling people exactly what you think or feel.
c) Being open and truthful with people.
d) Telling people what they really want to hear.

D14-2 16. Genuineness means:

a) Acting sincerely and caring no matter how you feel.
b) Helping a friend even though you resent it and wish you were doing something else.
c) Being a super sensitive person.
d) Being sincere and truthful about what you do.

D14-3 17. Lynn did not want to upset her mother so she said she got in at 11:00 instead of 1:00. This should:
a) help open communication because it shows genuine caring.
b) hurt open communication because Lynn was not honest.
c) allow for greater freedom in future planning.
d) enable her not to get caught.

D14-4 18. Mark said he was only considering Tom's welfare when he accurately repeated things to Tom another friend said in anger.
a) Mark's honesty should make open communication better.
b) Tom will now trust Mark more.
c) Open communication may be hindered because of a lack of genuineness.
d) Open communication may be hindered because of Marks's accuracy.

D14-5 19. Open communication needs:
a) both honesty and genuineness
b) honesty and directness
c) both involvement and positive feelings
d) directness and simplicity

D15-1 20. Lynn did not want to upset her mother so she said that she got in at 11:00 instead of 1:00. If Lynn's mother found out she would feel:
a) proud of Lynn's concern that she not worry.
b) hurt and distrustful of what Lynn said.
c) resigned to the fact that Lynn was old enough to stay out so late.
d) angry because Lynn had not been able to discuss the matter.

D15-2 21. Mark said he was only considering Tom's welfare when he accurately repeated to Tom things another friend said in anger.

Now Tom will:
a) distrust both Mark and his other friend.
b) trust Mark and be angry with the other friend.
c) not be changed in any way.
d) feel closer to both Mark and his other friend.

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D15-3 22. If Lynn had told her mother the truth her mother might have:
a) been hurt that Lynn had not lied to keep her from worry.
b) felt she could trust Lynn more.
c) been happy that Lynn had stayed out.
d) felt that she was too busy to be bothered by Lynn's rproblems.

D15-4 23. If honesty is lacking in a relationship, we can expect a person to feel:
a) a sense of trust and well being.
b) a sense of distrust and caution.
c) no different than if trust existed.
d) that they are no good because people cannot be honest with them.

D15-5 24. Genuineness usually increases the feeling of:
a) trust
b) freedom
c) happiness
d) competence

D16-1 25. Trust means:
a) to care for.
b) to like.
c) to have confidence in.
d) to support.

D16-2 26. In open communication trust is:
a) an important ingredient.
b) not an essential element.
c) sometimes necessary.
d) a burden.

D16-3 27. Jim is very smart but not considered trustworthy. Jan has a good original idea for the science fair and would like Jim's opinion on it. The question of his trustworthiness will:
a) present no problem in Jane's talking to Jim.
b) stop open communication.
c) have nothing to do with her decision.
d) make her more interested in talking with him.

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D16-4 28. It is easy for people to have confidence in Marilyn. This quality causes other people to:
a) resent her because it makes them look bad.
b) be very open with her.
c) give her a hard time.
d) be reluctant to share their problems.

D17-1 29. A person confided in you about a serious and private matter. How would she feel if she found you had told several friends?
a) relieved because it was more out in the open.
b) Hurt and angry with you.
c) No different than before.
d) That you were concerned and were exploring solutions.

D17-2 30. Bill has complete confidence in Jim and can talk with him openly.

This makes Bill feel:
a) like he does not want to bother Jim.
b) rather strange and uncomfortable.
c) as if he is Jim's only friend.
d) very good, and as if he is a worthwhile person.

D17-3 31. Matt feels very insecure and fearful when he is around Kim. He will be able to :
a) Trust her and talk with her openly.
b) Trust her but not talk openly.
c) Not trust her but talk openly.
d) Not trust her and not talk openly.

D17-4 32. Sue feels happy and secure when she is with Beth. She probably:
a) Trusts but can not talk to Beth.
b) Can talk to Beth but does not trust her.
c) Can talk with Beth and does trust her.
d) Can not talk with Beth and does not trust her.

D18-1 33. Loyalty means:
a) Being faithful to the promises made to another.
b) Declaring that you believe a friend is right no matter what that friend has done.
c) Supporting a friend in trouble.
d) Fighting a friend's battles for him.

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D18-2 34. In open communication loyalty is:
a) important.
b) not significant.
c) destructive.
d) a put on.

D18-3 35. Sue is a loyal friend of Ken's. This means that she will:
a) still be a friend if he gets in trouble.
b) deny any of his faults.
c) stop speaking to him when he does something she does not like.
d) make allowances for his problems.

D18-4 36. John has no sense of loyalty. This means you:
a) can not place trust in anything he says.
b) can expect to have a good time with him.
c) know you can count on him.
d) can not expect him to be faithful to your friendship.

D19-1 37. Tom and Dick were close friends. Tom moved to another town and found new friends. If there was loyalty in this relationship, Tom:
a) would remain Dick's friend and contact him when possible.
b) find Dick's friendship replaced by someone similar.
c) have to move back to be close to his friend.
d) resent the friendship and guard against further contacts with him.

D19-2 38. Mary is loyal to Joe. Her committment will:
a) change often.
b) always remain intense.
c) remain constant.
d) be apparent whenever they meet.

D110-1 39. If a person always keeps oneself the center of conversation we can expect that:
a) the person be sought out by others as an interesting person.
b) people will consider the person self-centered and boring and may not choose that person as a close friend.
c) this will let others know how important the person is and will impress them.
d) that this is a person who has real concerns for others.

D110-2 40. When one person answers another by making a response that is unrelated to the original statement a possible reason might be that the person is:
a) attempting to get to the feelings of the first person.
b) showing a real concern for what the first person is talking about.
c) putting the person down.
d) changing the subject because it is either painful or uninteresting.

D110-3 41. When you express the way you feel, you:
a) show you are self-centered.
b) indicate your willingness to risk.
c) keep the communication at a shallow level.
d) are really making an unrelated response.

D110-4 42. A person asks you to tell him what you hear him communicating; this:
a) tends to bog down communication.
b) is a way of changing the subject.
c) keeps things on a lighter level.
d) keeps communication open.

D110-5 43. Martha and Jacob are to split a 30 minute period to present their programs. Martha takes 25 minutes leaving Jacob only 5 minutes. After class Jacob says to Martha, "You seem to think you are more important than anyone else."
a) Jacob is making assumptions based on his feelings.
b) Jacob is giving a behavioral description of Martha.
c) Jacob is focusing on the underlying causes.
d) Jacob is asking for feedback.

D111-1 44. Barbara finds she always wants to talk about her own ideas rather than listen to what others have to say. How can she best begin to change?
a) Vow to stop talking and make a contrast.
b) Find new friends who will challenge her when she speaks out.
c) Keep a journal of what she says.
d) Make herself paraphrase what has been said by another before she can add something new.

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D111-2 45. Bill wants to become more aware of how he communicates so he can improve his skills. He might:
a) set goals for improvement.
b) tape some of his conversations and evaluate them on playback.
c) Talk on any subject one's friends are interested in.
d) Practice talking in an empty room.

D111-3 46. You find you can communicate with people very openly and easily. To make sure this continues you can:
a) feel good about this and let others know they can copy your style.
b) start telling others how it is done.
c) make an effort to hear what others are saying
d) control what you say so that you will not loose the ability.

D111-4 47. To develop better relationship strategies one should:
a) ignore people and avoid conflict.
b) leave things alone and let it happen naturally.
c) become an expert on some subject.
d) become aware of what strategies are possible.

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Career Education Module 2 10-12

For each value, need, or interest below, choose that leisure activity which best satisfies that value, need, or interest.

D21-1 1. artistic --
a) softball
b) backpacking
c) rock collecting
d) photography
e) gardening

D21-2 2. leadership --
a) a major role in the Jr. class play
b) member of the high school basketball team
c) president of the science club
d) the best player on the golf team

D21-3 3. adventure --
a) dog-showing
b) playing the piano
c) refinishing furniture
d) jogging
e) white-water canoeing

D21-4 4. competition --
a) playing tennis
b) stamp collecting
c) fishing
d) crosswork puzzles
e) assembling electronic kits

D21-5 5. recognition by classmates --
a) painting
b) going to a friend's party
c) belonging to the high school church group
d) member of the basketball team
e) woodwork

D21-6 6. helping others --
a) reading
b) cooking a special dinner for your family
c) president of the home ec club
d) volunteer work
e) talking with your friends

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D21-7 7. Mary is interested in political activities and has a high need to manage or supervise others. Which leisure activity would she most probably choose?

a) visit Washington, D.C.
b) collect autographs of U.S. senators
c) compaign for president of the student senate
d) serve as assistant leader for the girl scouts
e) read books about political leaders

D21-8 8. A high interest with data

a) movies
b) tennis
c) card games
d) flower arranging

D22-1 9. After learning how to play tennis, Mary moved to a new town with her parents. Which method is best to find people with whom she can play tennis?

a) Sit in the library and read a book on tennis.
b) Visit a local sports store
c) Join a tennis league sponsored by the recreation department.
d) Attend an out-of-state camp on how to improve your tennis game.
e) Watch a top tennis match on T.V. in the student cafeteria

D22-2 10. John would like to learn how to play golf. Which of the following methods would be <u>least</u> helpful?

a) Enroll in a physical education course on beginning golf.
b) Read a book on how to play golf.
c) Talk to the local golf pro about the proper equipment.
d) Enter a local golf tournament.
e) Watch golf tournaments on TV.

D22-3 11. Mark is very interested in basketball. At his present age of 64, how might he best continue to develop this leisure interest.

a) Watch the championship on TV.
b) Play in the local industrial league.
c) Encourage his grandson to play basketball.
d) Develop a new interest since basketball is for younger people.
e) Coach a boys team at the YMCA.

D22-4 12. If you wanted to meet others who were developing the same leisure interest as yourself, you would most likely choose which of the following methods?

a) read an introductory book
b) watch a film
c) join a club
d) buy the necessary equipment
e) talk to an expert

D23-1 13. John is young, likes to be with people, and lives in a beach house near the Pacific Ocean in California. He has a great deal of athletic ability and likes to participate in sports. Which leisure activity is the best match with John's lifestyle?

a) bicycling
b) traveling
c) volleyball
d) attending musical events
e) trout fishing

D23-2 14. Jeff likes to spend as much time as possible out of doors. He doesn't have much money for recreational activities; which activity is the best match for Jeff?

a) hunting
b) golf
c) tablegames
d) woodworking
e) hiking

D23-3 15. Ann lives in a high-rise apartment complex in New York City. After working all day, she enjoys spending most of her evenings in her apratment relaxing. She enjoys art and places a high value on creativity and intellectual stimulation. Assuming that she has the ability to do any of the following, which leisure activity is Ann most likely to pursue?

a) painting
b) swimming
c) reading
d) wine making
e) cooking

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D23-4 16. Beth and her family have recently moved into their new home and often spend their evenings together in the family room around the TV. She is very artistic, creative, and likes to work with her hands. Beth's part-time job allows her to spend a great deal of time at home. Which leisure activity is most probable for Beth to do?

a) traveling
b) interior decorating
c) film making
d) playing the violin in the city orchestra
e) tennis

D23-5 17. Mary is a college student at the university and works part-time at a department store. She doesn't have a great deal of money to spend on recreation, but wants to spend some time each week on recreational activities. Mary especially likes competitive activities and to be outdoors. Which leisure activity is most probable for Mary to do?

a) jogging
b) acting
c) golf
d) fishing
e) tennis

D24-1 18. Hank is 86 years old and has had many interests during his long lifetime. Which interest listed below must be adapted the most with his present age?

a) painting
b) visiting his family
c) collecting beer cans
d) hunting
e) stamp collecting

D24-2 19. Which of the following activities is most dependent on technological changes?

a) fishing
b) motorcycle touring
c) stamp collecting
d) TV computer games
e) building ham radios

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D24-3 20. Which of the following would probably affect one's interests the least?

a) You accept a job in Europe.
b) You are given $100
c) You marry someone you have gone with for several years.
d) You become paralyzed from the waist down.
e) The work week has been shortened to a 4 day work week.

D24-4 21. Which interest is least affected by the weather?

a) backpacking
b) skiing
c) attending a basketball game
d) canning vegetables and fruit
e) fly tying

D25-1 22. Joan has moved from a large metropolitan area to a small town in a rural part of the state. What new interest might she pursue in this situation that she formally had little chance to do in the large city?

a) golf
b) horse riding
c) cheerleading
d) rock collecting
e) flower arranging

D25-2 23. Helen has spent almost all of her leisure time in artistic activities, such as weaving, sculpturing, and embroidery. If she wants to expand her interests and be more diverse in regard to leisure activities, which activity might she chose?

a) needlepoint
b) gardening
c) playing the piano
d) sewing
e) leathercraft

D25-3 24. Jim played football and baseball in high school, but would now like to develop some new interests. He especially likes to work with machines, or tools. Which of the following activities might he find most enjoyable?

a) visit museums
b) read books
c) softball
d) woodworking
e) stamp collecting

D26-1 25. Sue thinks she may like to help persons who are severely handicapped. Which alternatives below would probably help her develop this interest most fully?

a) read books about the handicapped
b) do volunteer work at a nursing home
c) watch a TV program on the handicapped
d) talk to a nurse
e) visit a hospital

Choose one of the following alternatives for each interest listed below which best allows one to acquire that interest.

a. talk to an expert
b. join a club specializing in that interest
c. take a course
d. buy the necessary equipment and materials and start participating
e. use the media (TV, books, etc.)

D26-2 26. You want to learn how to speak conversational German.

D26-3 27. You are interested in hiking.

D26-4 28. You would like to go sky-gliding.

D26-5 29. You have become interested in medicine and would now like to learn about the role of the family doctor, especially what happens during a typical day's work.

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Career Education Module 3 10-12

D31-1 1. A role is
a) a part played or function assumed by a person
b) always based on one's abilities
c) the title one has at work
d) something that never changes
e) completely determined by the individual

D31-2 2. In one's role as a citizen, which of the following activities would be involved?
a) part-time job at a restaurant
b) vocational training
c) stamp collecting
d) member of the student senate
e) mowing the lawn at home

D31-3 3. If John is completing a study guide for an American Civics course, which role is he primarily assuming?
a) citizen
b) worker
c) family member
d) leisurer
e) leader

D31-4 4. If one volunteers to collect money for the Heart Fund, which role is he assuming?
a) worker
b) family member
c) leisurer
d) citizen
e) leader

D31-5 5. Which of the following roles is an individual not able to choose?
a) parent
b) brother
c) teacher
d) team member
e) leader

The first role has a similar relationship to to the second as the third role has to the fourth. Choose the alternative that best completes the analogy.

D31-6 6. Parent: child ; doctor: _____
a) nurse
b) hospital
c) patient
d) professor
e) dentist

D31-7 7. Father: family member ; _____: worker

a) citizen
b) leisurer
c) baker
d) son
e) father

D31-8 8. Camper: leisurer ; blood donor: _____

a) leisurer
b) worker
c) family member
d) citizen
e) nurse

D32-1 9. John knows almost everyone in his community and is very involved in the local chamber of commerce. His family is very important to him and he can easily visit them since his parents as well as his brother and sisters all live in the same community -- only 5 minutes from John's home. Where is John most likely living?

a) Army base
b) a small town of 1500
c) a large metropolitan area
d) a farm in North Dakota
e) a subrub of 80,000

D32-2 10. Ed's life is very structured. His schedule is set for him. Each day he knows when he will get up in the morning, what time he will eat, what work activities he will be doing, and when he will go to bed. He spends most of his time with others and seldom is alone. Ed's setting is most likely a(n):

a) college campus
b) auto factory
c) Army barracks
d) hospital
e) church

D32-3 11. Judy finds her life to be very exciting and stimulating. After working in an office all day, she enjoys visiting museums, art exhibits, and theaters during her leisure time. In which setting would one most likely find Judy?

a) a large metropolitan area
b) a small village
c) a boarding school
d) a college campus
e) a prison

D32-4 12. Which of the following settings allows one the most freedom in choosing a life style?

a) prison
b) hospital
c) apartment
d) college residence hall
e) nursing home

Choose the life style that is most likely to accompany the setting.

D32-5 13. Farm --

a) long hours of work, especially in the summer, but also opportunities to enjoy nature
b) the work schedule is quite variable and you always seem to find someone near by to talk with during your free time
c) you spend your free time in your garden, quite a change from your work
d) traveling from town to town during the week, but able to be with family on weekends
e) working outdoors in the summer, and being in contact with many young people from early morning to dusk

For each of the following events, choose the alternative that would be the most likely consequence on one's life.

D33-1 14. You have a broken leg.

a) Your grades in school drop severly.
b) Your friends no longer visit you at home.
c) It has no effect on your life.
d) You miss the current athletic season.
e) You are separated from your family for several months.

D33-2 15. A severe depression hits the country.

a) Your wages increase.
b) Several organizations recruit you to work for them.
c) You are unable to obtain a job.
d) Your family is able to be involved in more leisure activities.
e) It has no effect on your life.

D33-3 16. Which of the following is not true of retirement?
a) One's personal roles change.
b) It is highly probable that one has less income.
c) One's time is usually more flexible.
d) One has more time for leisure activities.
e) It is not possible to be an active citizen involved in community affairs.

D33-4 17. Which of the following is true of graduation from high school?
a) Your personal roles do not change.
b) Even though settings may change, your activities do not have to.
c) All leisure activities of the past are still available.
d) New opportunities in education and work are available.
e) There are really no major effects on your life.

For each of the situations below, select the life style which best fits that situation.

a. middle adulthood
b. adolescence
c. childhood
d. young adulthood
e. late adulthood

D34-1 18. John and Mary have just bought their first home. They are looking forward to entertaining their friends.

D34-2 19. Art and Maxine recently retired and have moved to Florida.

D34-3 20. Dale and his wife have 3 children in college and now feel their present home is too large for just the two of them.

D34-4 21. Frank was commissioned a second lieutenant in the Army.

D34-5 22. Kathy daydreams quite often about being a physician. She reads any book she can find about medicine in the school library.

D34-6 23. After working for a large corporation for 15 years, Al returns to his hometown to run his father's clothing business.

D34-7 24. Mary practices shooting free throws in the school gym even after the other team members have left.

D35-1 25. Which of the following affects one's life development the most?

a) purchase a new home
b) become the parent of twins
c) take a trip to Hawaii
d) become president of the Lion's Club
e) receive a promotion at work

D35-2 26. The birth of a first child

a) doesn't affect one's life style
b) saves money because of the federal tax exemption
c) adds a new role to the life of the parents
d) doesn't affect leisure activities since the baby can't participate anyway
e) has little impact on the parents' lives after the first few years

D35-3 27. Interests increase

a) as you accumulate life experiences and physical maturity
b) when you enter high school
c) after one's retirement
d) by taking an interest inventory
e) as you have more money

D35-4 28. The following changes have occurred over time in Mary Jo's life. Choose the order in which they most likely occurred.

1. enters school
2. learns to walk
3. promoted to office manager
4. became interested in boys
5. chose high school curriculum

a. 2, 4, 1, 5, 3
b. 2, 1, 4, 5, 3
c. 3, 2, 4, 1, 5
d. 2, 1, 4, 3, 5
e. 2, 4, 1, 3, 5

D36-1 29. John is a lawyer, in a large law firm and recently became a junior partner. His income allows him to budget rather large amounts for housing and recreation. He is married but has no children. Which of these is he least likely to do?

a) frequently entertain his friends
b) go on several trips each year
c) spend many hours doing research in the law library
d) buy a new home
e) get a part-time job on weekends

D36-2 30. Lois is an office worker for an insurance company. She and her husband have six children, and can't pay their monthly bills. Which of these is most likely?

a) Lois and her husband have little money for leisure.
b) Lois is willing to work overtime even though she doesn't get paid.
c) Lois and her husband will vacation in Las Vegas.
d) Lois will quit her job so she can spend more time with the children.
e) Lois and her husband will buy a new home.

D36-3 31. Judy is a recently graduated registered nurse who is looking for her first job. She is single, likes outdoor activities and doesn't want to be tied down to domestic activities. Which of these is least likely?

a) Judy will rent an apartment.
b) Judy has many settings to choose from for her work.
c) Judy has many geographic locations to choose from for her work.
d) Judy's work day will mostly be concerned with working with data.
e) Judy's leisure activities will be somewhat dictated by what shift she works.

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D41-1 1. If an individual places a high value on helping others and working around people, he might prefer to be a
   a) sculptor
   b) laboratory technician
   c) recreation worker
   d) biologist

D41-2 2. John has a desire to work in an occupation where he is quite independent in what he does. Which of the following occupations might he choose?
   a) social worker
   b) artist
   c) fire chief
   d) postal clerk
   e) factory foreman

D41-3 3. If someone places a high value on making money and also would like to help others, which occupation might he choose?
   a) detective
   b) newspaper editor
   c) dentist
   d) IBM equipment repairperson
   e) college professor

Choose the occupation that best meets the indicated need or value.

D41-4 4. Order --
   a) drama coach
   b) bank examiner
   c) artist
   d) detective
   e) author

D41-5 5. Recognition --
   a) accountant
   b) public relations worker
   c) actor/actress
   d) teacher
   e) military officer

D41-6 6. Intellectual stimulation --
   a) bank teller
   b) research scientist
   c) instrument assembler
   d) X-ray technician
   e) vendor

D41-7 7. Which of the following occupations requires the most education?
   a) dental assistant
   b) bookkeeper
   c) administrative secretary
   d) computer operator
   e) accountant

D41-8 8. Which of the following occupations requires an internship?
   a) stockbroker
   b) physician
   c) high school teacher
   d) nurse
   e) bricklayer

D42-1 9. Which of the following occupations requires the most education?
   a) Medical Technologist
   b) School Teacher
   c) Lawyer
   d) Social Worker
   e) Nurse

D42-2 10. An examination must be passed in order to be licensed as a
   a) Bookkeeper
   b) Computer Programmer
   c) Real Estate Broker
   d) School Teacher
   e) Farmer

D42-3 11. A high level of skill in instructing and supervising others is required to be a
   a) conservation warden
   b) High school basketball coach
   c) insurance agent
   d) pro football player
   e) engineer

D42-4 12. Skill in working with your hands is required in the occupations of
   a) accountant
   b) bank teller
   c) grocer
   d) waiter/waitress
   e) bricklayer

D42-5 13. An apprenticeship is required to become a;
- a) doctor
- b) secretary
- c) counselor
- d) plumber
- e) factory foreman

D42-6 14. A computer programmer must have the skill of
- a) using anyalytical thinking and logic
- b) instructing other employees in computer programming
- c) handling and manipulating electronic equipment
- d) leading and directing fellow workers
- e) persuading others that his viewpoint is correct

D43-1 15. A resume' is
- a) a description of the duties and responsibilities of a position.
- b) a written evaluation of one's work performance by an immediate supervisor.
- c) an evaluation of the work setting by the workers.
- d) a short account of one's career and qualifications.
- e) a summary of the benefits the employer offers to employees.

D43-2 16. Which of the following is not applicable to a resume'?
- a) The resume' is used to make a memorable impression on the employer.
- b) The resume' should include special qualifications.
- c) The resume' identifies key personal data (name, address, and phone).
- d) The resume' should include your educational background.
- e) The resume' should be general in nature, not prepared for a specific job.

D43-3 17. A letter of application
- a) is not sent with a resume'
- b) should mention outstanding qualifications
- c) usually is quite lengthy when compared to a resume'
- d) is best if handwritten to establish a good relationship with employers
- e) should be sent only upon request by an employer

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D43-4 18. Which of the following is not true of the job interview?
a) Both interviewer and interviewee can ask questions to gain more information about the applicant and the job.
b) The applicant should be alert and perceptive to what the interviewer is asking.
c) Appearance of applicant is not important, only what he says.
d) The job interview allows the employer to evaluate the skills of a job applicant.
e) The job is usually the single most important factor in hiring.

D43-5 19. John has always spent a great deal of time rebuilding engines on old cars, although he will do even more when he can afford to buy some special parts for the car he is presently remodeling. He now has two job offers and must decide between them. Which factors do you think John will consider in making his decision?
a) the people he would work with, and his supervisors
b) the salary and the amount of leisure time available
c) the work setting and the salary
d) the job responsibilities and the salary
e) the amount of leisure time available and the work setting.

D43-6 20. Mary is a very intelligent person who has excelled at her major in chemistry at college, and won a scholarship for the original research she did during her senior year. When she completes her graduate education and seeks a job, Mary is most likely to consider
a) the amount of intellectual stimulation and potential achievement that the job offers.
b) the salary since she must repay her college loans.
c) the opportunity to work with others on the job.
d) the opportunity to supervise others at work.
e) the amount of time spent helping others.

D43-7 21. John started work in a factory as an assembly line worker. Which of the following is least important for John's success in his new job?
a) knowing what work activities he is expected to do
b) getting along with his fellow workers
c) beginning work on time
d) knowing when and where he will get paid
e) knowing the physical layout of the factory

D44-1 22. Harry's work involves contact with many people during the week and the opportunity to be actively involved in the small town in which he lives. Although he must work evenings with activities at his work setting or complete paperwork for his job, he does travel a great deal during his relatively lengthy vacation. Which occupation is Harry most likely in?

a) construction worker
b) psychologist
c) school teacher
d) salesperson
e) pro baseball player

D44-2 23. Mark's occupation is very prestigious and highly respected in the community. In addition, his salary is relatively high so that he and his family are able to live in a very large new home.

a) college professor
b) postmaster
c) realtor
d) bookkeeper
e) judge

D44-3 24. Frank's job allows him to manage others in a highly structured work setting. His work hours are quite variable at times, and his uniform makes him easily recognizable by others. His duties require frequent relocations across the country with the organization with which he works. Frank's occupation is most likely

a) police captain
b) military officer
c) fire chief
d) chief detective
e) YMCA secretary

D44-4 25. Ann likes her work because it allows her to set her own hours and place of work and allows her a great deal of independence in her work. Her occupation is most likely

a) mail carrier
b) business executive
c) musician
d) author
e) TV producer

For each occupation listed below, indicate which statement about the life style is most related to that occupation.

D44-5 26. registered nurse--

a) works Monday-Friday 8:00-5:00PM
b) can be employed only in large metropolitan areas
c) starting salary is $20,000/year
d) frequently deals with emotional-information and tension-filled situations
e) does not require continuing education

D44-6 27. bank teller--

a) involves little contact with others
b) much time must be spent at home doing office work
c) pay allows one to spend a great deal on leisure activities
d) works in a setting which is usually quite clean, and comfortable in appearance
e) works 9:00-3:00 Monday-Friday

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Career Education Module 5 10-12

D51-1 1. Career roles:
a) remain constant through the years
b) may be different because of changes the future brings.
c) have not changed over the last 100 years.
d) depend only on what the person wants to do.

D51-2 2. John, a computer programmer knows:
a) that once he has the basics he can stop studying.
b) that computer science is as advanced as it will become.
c) change and relearning are a part of his life.
d) he will never be replaced by a machine.

D51-3 3. Some people feel that a person should settle into a job and stay there 20 or 30 years.
a) This is a very good idea.
b) This idea makes life boring.
c) We can't count on doing this because many jobs won't be aroudn that long.
d) This is the best way to be successful.

D51-4 4. What effect has the energy shortage had on life career roles?
a) No effect.
b) It has destroyed many career roles.
c) It has created several new life career roles.
d) It has in effect stopped change and frozen career role development.

D51-5 5. Given the knowledge and testing procedures we have today, a person should be able to:
a) plan life career roles that will remain constant throughout their life.
b) plan life career roles, but remain flexible enough to adjust to change.
c) forget about planning because changes are too rapid.
d) take advantage of opportunities as they present themselves.

D52-1 6. During a major storm John suffered great personal tragedy. John's greatest help in adapting to these changes will be because:
a) he has a lot of money.
b) he has become used to change.
c) he has many close long time friends and jogs daily.
d) he is a man who has a lot of energy.

D52-2 7. Sue works on a commission and travels a great deal. She is helped to cope with constant change because:
a) she has close family ties.
b) she is a free spirit.
c) she is self centered.
d) she has never known anything but change.

D52-3 8. A stability zone is:
a) a safe place to build a home.
b) facets of a person's life that do not change.
c) rigid concepts a person holds.
d) a self-concept that is dangerous to a person's well being.

D52-4 9. Stability zones are:
a) found only in family and leisure roles.
b) in most any aspect of a person's life.
c) related only to work.
d) primarily related to physical health.

D52-5 10. Stability zones can be established by:
a) keeping up with the times so we do not have to fight trends.
b) making new friends and not living with the past.
c) not allowing habit patterns to develop.
d) by keeping some familiar things and relationships constant.

D53-1 11. Goals are:
a) things we have obtained and wish to keep.
b) wishes we have for the future.
c) things we want and work for.
d) important only if obtained.

D53-2 12. Long-term goals are:
a) goals that can be easily reached and then maintained.
b) not too important because the present is the real concern.
c) the only thing of lasting value.
d) goals that are worked at for extended perdiods of time.

D53-3 13. Immediate goals are:
a) goals that can be reached quickly.
b) not important because they don't last.
c) the only ones worth considering.
d) those goals we have already reached.

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D53-4 14. An immediate goal would be:
a) getting a good score on this test.
b) becoming a doctor.
c) the paper that was finished last night.
d) the type of work a person does.

D53-5 15. A long-range goal would be:
a) getting a date for this weekend.
b) obtaining a high position in a large company.
c) getting to New York.
d) being high point scorer in tonights basketball game.

D54-1 16. Jane is a good writer but poor at math; she is very creative but finds science a drag. Choose an attainable goal for Jane.
a) Become a woman astronaut and write about it.
b) Become a doctor.
c) Take accounting and enter the banking business.
d) Study journalism and work for a magazine.

D54-2 17. Joe likes people very much. He is outgoing and popular. Choose a good attainable goal for Joe in his personal relationships.
a) To be good friends with everyone.
b) Choose only one or two close friends.
c) Have several close friends and be friendly with everyone else.
d) Be friends only with those who seek him out.

D54-3 18. A goal should be:
a) a popular idea.
b) a high ideal.
c) something somebody tells you to do.
d) capable of being put into words.

D54-4 19. A goal should be:
a) just beyond your strength or ability.
b) acceptable to your value system.
c) abstract and high flown but not necessarily observable.
d) considered apart from the effects on others and society.

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D54-5 20. A goal should be:
a) dependent on your self and your ability.
b) constructed to have several options.
c) what you ought to do not necessarily what you want to do.
d) based on what others think you should and can do.

Bill wants to become a great criminal lawyer. He has the following strengths going for him.
a) He can read fast.
b) He is very musical.
c) He is good at sports and kees in good shape.
d) He is good at logic and math.
e) He is a hard worker.

While he is in college several obstacles have to be overcome. Indicate with the proper letter the strength which will best help him in each case.

D55-1 _____ 21. His parents have no money.

D55-2 _____ 22. He finds he is behind in his work and even with speed reading is going to get little sleep.

D55-3 _____ 23. He has many cases to study.

When a lawyer he still has obstacles to overcome. Using the following list:
a) He is a good speaker.
b) He can read fast.
c) He is good at sports and keeps in good shape.
d) He is good at logic and math.
e) He is a hard worker.

Pick a strength that will best help with each of the following obstacles.

D55-4 _____ 24. He is opposing a very good lawyer and must develop an air tight case.

D55-5 _____ 25. He must convince a difficult jury.

D55-6 _____ 26. He finds that to keep up with changes in the law he must review many journals.

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The following questions will all deal with Joan, (#27-31). She is bright, healthy and wants to become an astronaut. In each stiuation you will choose the best way for her to reach this goal.

When Joan started to high school she had the possibility of accomplishing these things.

a) She could become a world champion figure skater.
b) She could excell in math and science.
c) She could develop her find musical talents.
d) She could become a fine all around athlete.

D56-1 27. Choose the single most important thing for her to accomplish.

D56-2 28. Choose the next most important thing.

D56-3 29. Which of the following fields of study would be best for her to choose in college.

a) Biology
b) Law
c) Music
d) Journalism
e) Education

D56-4 30.. Which outside college activity would be most helpful.

a) Campus politics
b) Cheer leader
c) rock collecting and cave exploring
d) skiing

D56-6 31. After she graduated from college she should:

a) Get the best job she can in her field.
b) Get married.
c) Work on a graduate degree.
d) Enter the armed services.

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